

STUDY ABROAD AND THE NEW STUDENT IDENTITY IN A TIME OF GLOBALIZATION

*- with a Focus on the Institute for International
Education of Students (IES)*

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Abstract

This thesis endeavors to analyze what the Institute for International Education of Students (IES) provides as a non-for profit institution that promotes study abroad for Americans. My study is concerned with how globalization influences study abroad and the students. It examines two IES surveys from divergent groups, Survey I: IES students and alumni and Survey II: academic study abroad staff. IES encourages a formal and informal learning process during one's study abroad period, which together molds a new student identity. These students are different after their time overseas compared to those who studied at their home institution. This writing also addresses a qualitative encounter of my summer internship with IES in 2005 and my personal experiences abroad.

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1. Introduction

This thesis attempts to define what exchange programs, specifically, the Institute for International Education of Students (IES), provide to their American bachelor students during their study abroad period. They mediate a formal and informal learning process that allows students to conceive a new identity upon their return. This writing delivers first a contextual background of issues that concern the students that study abroad. The four themes presented are higher education, study abroad, globalization and educational planning. The thesis strives to prove through the method of triangulation with two IES questionnaires, a journal and my personal experiences. A discussion in chapter 6 sheds light on the ideas of modernity, risk, trust, various definitions of identity and the new student identity, as the resulting education in an institution like IES. Three questions this study strives to answer are: What kind of new student identity is being formed? What does the new student identity implicate for the global situation? What is the connection between study abroad and the globalized world? Finally, chapter 7 concludes the thesis attempting to answer these three questions with possible suggestions and final thoughts.

1.1 Significance

The significance for actualizing this study is that it defines and emphasizes the important role of international exchange programs within the global trend and higher education. This thesis discovers essentially what study abroad students are granted through exchange programs, such as IES. Thus, an account about the students will be presented first. This topic is worth exploring because less productivity occurs when things are unclear what is provided to the students and in addition, there is a need for students and universities to work together. Students can learn and acquire the most out of study abroad during their higher education. It is important to find effective solutions where colleges/universities use the least amount of resources, including money and brainpower, which is in the interests of businesses, as well as education. On the other hand, for students the formal and informal components of learning are the most noteworthy in the finest environment.

1.1.1 The Situation among Study Abroad Students

During formal school learning and informal learning outside of the classroom, students are building a unique student identity. This identity is not only detected among Americans that study abroad, but also around the world in cities or towns with colleges and universities. This student identity is something that is becoming more popular and the norm as mass education expands. This new student identity is not easily defined because of the amorphous state of identity, but one knows it exists and develops. One knows because films such as L'Auberge Espagnole portray the rigorous sentiments, experiences and transformation that evolve within a student (Levy & Klapisch, 2002). Many youths that study abroad can identify with such movies. Of course, there are always variations and individualistic experiences because everyone is unique and does not encounter the same culture nor do they have the same informal learning. Chapter 6 plunges deeper into this subject matter.

As nations are becoming more interconnected in a time of globalization, the importance of international exchange is vital to a young adult's career and personal development. With increased and easier opportunities to study abroad many schools and jobs find it favorable to have studied another language, lived abroad and have a sense of cultural understanding or sensitivity. In the midst of escalating international issues, suddenly many events begin to affect everyone's life. The essential trait of being adaptable is more indispensable than in the past (Friedman, 2005). In the course of international exchange, one becomes equipped with the tools of adaptability and is more likely to survive better within the shifting nature of globalization.

1.2 Definition of Terms

The expression "study abroad," which refers to student exchange or international exchange, is managed in the field of international education. In this thesis it is understood that, "*study abroad programs are all educational programs that take place outside the geographical boundaries of the United States. This includes both credit and noncredit programs*" (University of Wisconsin, 2001). Through these programs or exchanges, students are given the opportunity to study in a foreign institution and live abroad. The term "study abroad students" reoccurs throughout this thesis and will be interchangeably referred to as: overseas youth, overseas students, young adults abroad and international students. Ward et al. (2001)

employ the term “sojourner” comparable to the above terminology. They label a sojourner as a temporary resident who voluntarily goes abroad for a set period of time that is frequently associated with a specific assignment or contract.

In this thesis, I shall employ Husen and Postlethwaite’s definition of international education. They proclaim that international education is:

“a cross-disciplinary study of international and intercultural educational problems in their social context....It includes all educative efforts that aim at fostering an international orientation in knowledge and attitude....[It] refers either to the objectives and content of certain educational pursuits or to the institutionalization of such activities....The role education plays in bringing about certain competencies, such as the mastery of foreign languages or knowledge about other cultures, or certain attitudes conducive to international understanding.” (1985: 2660)

This explanation covers the general thought of what the term international education signifies, especially concerning the young adults abroad. Then again, an interpretation of international education, which shows a characteristic of cultural sensitivity, is shared below.

‘International education is often discussed in the context of the related field of comparative education, but a different sense of the term has also developed in the context of the theory and practice of education for “international-mindedness” in international schools and other institutions.’ (Cambridge & Thompson, 2004: 162)

When conveying international education, there seems to be an issue of understanding and open-mindedness that ought to emerge in this cross-disciplinary field of study.

When one arrives at the problem statement in chapter 1.4, the matter of learning processes will be unveiled. This topic itself will be ripened substantially in chapter 6 as well. Here the two different types of learning processes Cavrini (1994) identifies are formal and informal learning. The formal learning process is defined as all those processes related to “institutionalized” events linked to learning: *“school lessons, university lectures, inclass-room training, [and] study of training materials...”* (Ibid. : 2). She also claims that the *‘informal learning process, are often directly self-managed by learners,...are not “official” and more difficult to be recognized ...’* (Ibid). The reader, later in chapter 6, hopefully recognizes these definitions.

1.3 Problem Statement

The problem statement is: What does IES provide? IES asserts that as an international exchange organization it grants Americans a chance to study abroad in 15 countries located in Asia, Australia, Europe, New Zealand and South America (Institute for International Education of Students [IES], 2005d). The young adults reside overseas for an allotted amount of time. These students either study at IES center locations in specific cities or through direct enrolment at colleges or universities in the foreign country.

IES grants two functions to their students as a third-party study abroad provider. Primarily, IES exhibits a formal learning process in classroom settings. They teach a broadly based bachelor curriculum similarly conducted in liberal arts education (IES, 2003). This can be viewed as the concrete aspect where they contribute an academic learning process to their students. The classroom courses are possible for credit towards graduation. Secondly, IES generates a setting for informal learning to blossom among the students in a foreign country. This is probably the most priceless experience that young adults can take back home with them to America. The troubles, tribulations and joys that become memories will always last deeply within students. A mathematical equation summarizes this concept as:

$$(1_a + 1_b) = 3$$

1_a = Formal Learning

1_b = Informal Learning

3 = New Identity of Students

() = Study Abroad

When IES provides these two educational functions, IES creates a new student identity among the study abroad youth. International exchange programs, comprising IES, offer this aspect to their students. One would obviously expect $1 + 1 = 2$, but this is not the case when IES offers 1_a (formal learning) and 1_b (informal learning) to their students. The sum is 3, which is greater than their anticipated sum.

1.4 Summary

Now, I will present a summary of the future chapters that shall be discussed throughout this thesis.

Chapter 2 Literature Review reiterates the general present contextual situation for students that study abroad. It grapples with the subject matters of higher education and its three trends, study abroad, the broad subject of globalization and educational planning. These issues offer a firm starting point for further discussion in chapter 6.

Chapter 3 Methodology introduces triangulation as the technique followed throughout the thesis for its efficient motives. It scrutinizes the method of data collection, which is presented in Survey I and II. In addition, the support for qualitative methods is argued to design a successful balance.

Chapter 4 Description is devoted to the depiction of IES as a nonprofit organization that promotes international exchange. Their creation of an IES map attempts to standardize the international education process for faculty members in higher education and their personal staff members. This chapter incorporates my personal experiences with IES especially being a summer intern in 2005.

Chapter 5 Results and Analysis presents, discusses and analyzes 16 figures from Survey I and II. I specifically reveal 12 findings from the two extensive surveys collected by IES. A list of these findings can be found in the List of Figures after the Table of Contents.

Chapter 6 Discussion presents the vital concern of formal and informal learning contributed by international exchange. In addition, modernity, risk, trust and three perspectives of identity are blended. Various identity definitions are particularly presented and argued by Giddens, Fitzgerald and Friedman. They discuss a congruent role of identity among each other that can be acknowledged among the overseas youth. With these theories, they melt with IES' function as a third party exchange organization. Most importantly it articulates the new identity among students. In the end of this chapter, I try to define the new identity of the international student based on the algebraic equation briefly delineated in chapter 1.4.

Chapter 7 Conclusion finally sums up the significance of this thesis by attempting to answer the three posed questions in chapter 1. Secondly, it indicates possible areas for future research by strategic educational planning. Thirdly and lastly, this thesis prescribes a final message to the reader.

2. Literature Review: Higher Education, Study Abroad, Globalization and Educational Planning

2.1 Introduction

In chapter 2, the subject matter of international exchange revolves around four themes: higher education, study abroad, globalization and educational planning. The first theme, higher education encompasses three trends in the 21st century: the increase in tuition, the increase in women attending post-secondary schools and the norm of mass education. Theme two, study abroad, incorporates an examination of the relationship and interaction between higher education and study abroad programs. Theme three comprises of globalization's definitions, capitalism and its definition of and influence on globalization, the fear of globalization and moreover its effects on higher education. Lastly, the need for implementation of more educational planning is introduced. These four various premises attempt to demonstrate the contextual state of where international exchange programs stand within the American society in the 21st century.

2.2 Higher Education

Higher education is defined as an *“education beyond the secondary level; especially: education provided by a college¹ or university”* (Merriam-Webster Online Dictionary, 2005b). Most universities around the world today are based on the 13th century French institution where the professor is the nucleus of the institution (Altbach, 1992). One observes this type of learning or classroom setting at most American colleges/universities. The social theorist, Manuel Castells, affirms particularly regarding the U.S. that,

“universities are institutions that in all societies, throughout history, perform basic functions that are implicit in the role that is assigned to them by society through political power or economic influence. These basic functions, as well as their

¹ Attending college and studying the liberal arts in the U.S. is often four years. Each year the student is identified by a different title. The students are known as in escalating order: “freshman,” “sophomore,” “junior,” and “senior.”

combinations, result from each country's specific history of education, science, culture, and ideology." (1994: 25)

2.2.1 Higher Education not for all

Higher education overall has been seen as an education for the more well off families in the world, whereas members of the lower social class can try to change their career or job prospects by attending higher education (Connor, et al., 2001). As Joel Samoff, a knowledgeable educator and researcher at Stanford University, reinforces, "*Educational achievement has often been associated with elite status...*" (Arnone & Torres, 2003: 53) This meant the elite have deviated toward a more elevated educational attainment than other social status groups. They have spent more time in school while other social classes have needed to take part in the workforce earlier in their lives. Education has extensively been affiliated with luxury. It has been considered a luxury because most people lacked the funds and time for it.

The elite system of higher education is exclusive, or rather exclusionary, specifically fashioned for the best and brightest (Scott, 1998). The higher education institution has the ability to weed out incompetent students and to admit only the crème de la crème candidates. Castells (1994) alludes that such individuals interact strictly with one another and create their own groups to exclude outsiders. This pertains to the fact that the elite within higher education intermingle among themselves and linger in their own socioeconomic cluster. He similarly emphasizes this point again when he suggests that:

"...Universities have always been mechanisms of selection of dominant elites, including in such mechanisms, beyond selection in the strict sense, the socialization process of these elites, the formation of the networks for their cohesion, and the establishment of codes of distinction between these elites and the rest of society."
(Ibid. : 26)

For this reason, it was not easy to engage in the elite social system of higher education when competing with individuals who possessed a tight network. It is apparent to Frederick Rudolph, a Professor of History at Williams College, that he perceives a relatively lesser elitism today in the 21st century compared to the colonial times when American colleges and universities were forming around the mid 1600's (1973: 1). Despite this fact, one may suspect these types of elitist networks at the old traditional American Ivy League schools at

Harvard, Yale, Princeton, Columbia, Cornell, University of Pennsylvania and Brown University. On the account that one differentiates the phenomenon where higher education began as a learning milieu mostly for the financially advantaged individuals, it is quite evident today that this is less so the case.

2.2.2 American Higher Education and Three Trends

American higher education has been altering dramatically as mentioned above, but explicitly within three trends. The three trends in this section are: the cost elevation in public and private higher education in the past 20 years, the increase of female students in college since the 1960's and mass education exercised by colleges and universities. These shifts revolve around the concern of globalization, which will be discussed further in this chapter.

Price Increase

American parents and students are struggling with tuition payments to colleges and universities. One explanation as to why costs have jumped in American higher education is that tuition increases outpaced inflation in the 1980s and early 1990s (Ehrenberg, 1997: 14). Therefore prices have been inflated for undergraduate degrees, but there are no opinions of turning back and reducing such costs. In the academic year 2004-2005, a four-year private college/university totaled an average of \$20,082, which was an increase of six percent from the previous year, and a four-year public college/university amounted to \$5,132, a rise of 10.5 percent from 2003-2004 (The College Board, 2005a). There may be other reasons for this tuition boost; however, the reality terminates with students and parents having to manage the heavy economic burden of high tuition costs.

Based on statistics from The American Council on Education (2003), they declare that roughly five percent of all students attend colleges where tuition and fees total \$24,000 or more per year. Approximately 75 percent of students that attend a four-year public college pay less than \$6,000 for tuition and fees per year. Moreover, an average 50 percent of all students attend four-year colleges that charge less than \$6,000 in tuition and fees per year. In this way, the typical American has about \$15,375 debt after a four-year public college as opposed to \$17,250 debt from a private four-year college when graduated in 1999-2000 (Ibid. : 14). Even though The American Council on Education reveal records that claim that tuition is not as expensive as people perceive it to be, students and families still battle the

costs. One way of preserving it is grasping aid opportunities, a practical option in a time of over priced higher education. Hence, most students do not pay full tuition as described according to The College Board (2005b), a not-for-profit membership association whose target is to connect students to college success and opportunity. They distribute grant aid to about 60 percent of all college students. Financial aid of \$122 billion is obtainable to students and their families, which has been an 11 percent increase. In 2003-2004 grant aid averaged about \$2,300 per student at two-year public colleges, over \$3,300 at public four-year colleges, and about \$9,400 at private four-year colleges (The College Board, 2005a). These pecuniary aids seem like significant numbers, but they are not substantial when a student must disburse money for housing, food, books and other miscellaneous student expenses.

Nonetheless, The American Council on Education (2003) has stated that through the authorization of the Higher Education Act, the federal government proposed more than 60 billion dollars accessible to support 8 million students and families through postsecondary education annually. An impulse to advocate government to assist students and families financially for college because of soaring expenses is essential. Naturally, bank loans are tangible options, at the same time rates are not as preferable as government loans. In addition, prior to acceptance into a higher education institution, students must pay to take SAT Reasoning Test (SAT®), the Preliminary SAT®/National Merit Scholarship Qualifying Test (PSAT®/NMSQT®) and the Advanced Placement Program® (AP®) regulated by The College Board². These tests are perceived as costly expenditures because the exams themselves have a fee as well as a charge for each college/university one wishes to attend. The scores need to be sent directly from The College Board to the higher education to avoid discrepancies. At any rate, the soaring of college/university costs is not such a surprise when there is an escalating demand.

² The College Board, founded in 1900, is an association composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over 3.5 million students and parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning (The College Board, 2005b).

Increasing Female Student Population

The second wave in American higher education is the multiplying numbers of female students. They have been on the rise since the 1970s and predominantly since 1972 with the Act implementing no discrimination of higher education based upon one's gender. Title IX of the 1972 Education Amendments to the Higher Education Act claimed that: "*No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance*" (Feminist Majority Foundation, 2005). According to The National Center for Education Statistics, also known as the NCES (2004), situated within the Institute of Education Sciences in the U.S. Department of Education, claim that there are a larger proportion of women compared to men in undergraduate studies. The male to female ratio improvements represent not only the number of women who attend college upon high school graduation, but also older women registered in higher education. The truth is that even though 55 percent of women were accounted for as full-time students and 58 percent as part-time students in 2000, the majority of male students are first-professional students³ (Ibid.). This infers that more women are receiving a post secondary education, but men are obtaining first-professional degrees. This consequently implies that the men are earning more salary because individuals with this sort of degree are paid more compensation.

"There's still a pay gap. According to the Census Bureau, women on average earned 77 cents to each dollar paid to male counterparts in 2004" (Marklein, 2005). This is a phenomenon is occurring when women are graduating being *"56 percent of the college population"* (The Public Broadcasting Service, 2002), however not getting jobs that pay or have as much power as men. These power positions in education include: upper management and decision-making positions at colleges and continue to earn higher salaries

³ A first-professional student is one who is enrolled in one of the following degree programs: chiropractic (D.C. or D.C.M.), dentistry (D.D.S. or D.M.D.), medicine (M.D.), optometry (O.D.), osteopathic medicine (D.O.), pharmacy (D.Pharm.), podiatry (Pod.D. or D.P.), veterinary medicine (D.V.M.), law (L.L.B. or J.D.), or theology (M.Div. or M.H.L. or B.D.) (Choy & Kageshiro, 1993).

(Ibid.). Although there are salary variances, overall more people, especially women are attending higher education.

Mass Education

In the early 21st century, one may observe the trend of how higher education transitioned from not only being for the rich and privileged, but for middle class families and even lower class families who are offered an opportunity in the United States. “...*The relatively rapid movement in most countries from education as the privilege of a small elite to mass education as a responsibility of the state*” has been a major development (Samoff, 2003: 55). As Martin Mclean puts it, “*unlike Europe, much of American higher education is open to all, at least of the locality...*” (1995: 165). The problem is that “*universities maintain their monopoly in the production of doctors and lawyers. But many graduates in mass systems will not occupy such privileged and prestigious roles in the labor market*” (Scott, 1998: 113). On the contrary, positions of middle management and staff in public bureaucracies are where most people work (Scott, 1998). This is the reality many citizens must face when graduating from higher education and when infiltrating the job market.

A negative factor of mass higher education is that it ceases to be selective and exclusive (Ibid.). More troubles regarding mass education trickle down when there is an international economy. Robert Arno (2003), a specialist in the field of comparative and international education, agrees with Peter Scott, Vice-Chancellor of Kingston University, when he recounts, “...*A global economy and the increasing interconnectedness of societies pose common problems from educational systems around the world. These problems relate to the governance, financing and provision of mass education...*” (1). It appears that many matters come into play when mass education undergoes a movement in higher education. Nonetheless, the professor is still often the center as in the 17th century, but today to a larger audience and teaching to a more international crowd of students. Although tribulations stem from mass education, supposedly the American has the upper hand within this escalating population in the higher education system. Mclean affirms that: “*The American advantage was that mass higher education was developed earlier than anywhere else*” and therefore has progressed and expanded at a fast rate (1995: 165). So perhaps, Americans may ascertain a quicker solution to some of the predicaments relating to mass education because it has existed in the U.S. for a lengthier period. Despite the obstacles to tackling mass

education, there are advantages, such as the fact that study abroad has become more accessible to young adults.

2.3 Higher Education and Study Abroad

Study abroad is currently one of the most rapidly expanding fields in the American higher education, even though there is a need for more “*substantial and systematic research*” (Carlson, Burn, Useem & Yachimowicz, 1990: 114). Study abroad itself actually has an extensive history. Indications from the bible state that traveling scholars and intercultural education dates back to 272-22 BC in Asia Minor. Since then, international foundations of scholarship were established in Egypt, Greece, Persia, China and Japan. The other Western European countries founded universities by the Middle Ages and by the 16th and 17th centuries international education was promoted (Ward et al., 2001: 143). As more and more students study abroad around the world, American colleges and universities cannot take on the demand of students’ requests to experience life away from home and rely on the international exchange programs to coordinate details from pre-departure to the point of one’s safe return to the U.S. The higher education institutions are already overwhelmed with the amount of student services they cope with on campus and to take on the responsibility to offer aspects for one’s study abroad is a large load for a college/university regardless of size. When students study abroad, cultural exchange takes place. “‘*Exchange*’ involves the movement of people between countries for the purpose of sharing experiences, knowledge, skills, ideas, and cultures. It includes not only the reciprocal one-to-one exchange of individuals, but also all related educational, cultural, and training activities” (Alliance for International Educational and Cultural Exchange, Inc, 2000: 1). This definition proposes a symbiotic relationship between two countries.

Studies have been done concerning study abroad, but the focus here will be one that informs the “*outcomes for students of study abroad*” (Carlson et al., 1990: xii). Based on the Study Abroad Evaluation Project (SAEP) initiated in 1982, it detected that, “*the U.S. interest was more on students’ gaining a greater knowledge of and concern for other countries and international issues as well as enhanced foreign language proficiency*” (Ibid. : 113). Learning more about global agendas and improving language skills seemed to be the urgent goals of American study abroad programs or cultural exchange. One must keep in mind that,

students who study abroad are atypical undergraduates in the American higher education system (Carlson et al., 1990). It has been generalized that those atypical students who study abroad:

“...tended to be risk-takers, more critical of aspects of the United States, and less typically mainstream than the comparison group students (and on their return home, they rated the experience abroad particularly highly with regard to such values as self-discovery, critical thinking, independence, and intellectuality, coincidentally, as mentioned earlier, the values commonly associated with a liberal education.” (Ibid. : 117)

Although students that study away from home may be the unconventional type, those that lack a chance to study abroad include numerous typical students.

Many theories or beliefs exist about the advantages of study abroad and why it should be valued and exploited. The University of Notre Dame website for International Studies boasted the positive aspects of study abroad, which were: area studies curriculum, foreign language competence and integration, new ways of learning, intellectual independence, internships and fieldwork and undergraduate research (University of Notre Dame, 2005). Many other websites list similar aspects towards study abroad. Over and above, their site recorded “Learning Goals for Study Abroad” which try to persuade future study abroad candidates. They comprise:

- 1. Area Studies Curriculum (e.g. Portuguese, Brazilian culture⁴, history studies in Brazil, British studies in Britain)*
- 2. Linguistic competence (foreign language skills-at a high enough level to converse capably on a daily basis)*
- 3. Cultural integration (through daily contact, curriculum, university and home setting)*
- 4. Interest in and recognition of importance of international affairs, news, and current events*
- 5. Cross-cultural competence (through interaction with people whose background differs from oneself)*

⁴ Corrections made from original document: “Brazilian language, culture, history studies in Brazil, British studies in Britain.”

6. *Development of intellectual maturity*

7. *Heightened academic focus and commitment*

(Ibid.)

With such an organized numerical list, one may be convinced of the benefits of a study abroad for one semester or a year. As one can observe, the universities themselves are promoting and encouraging students' opportunity to study outside their home institution.

2.4 Globalization

2.4.1 Definitions

Because it is so often invoked, we must first begin with the question, "What is globalization, exactly?" In the past few years, outbursts of globalization articles have found their way into the various fields of economics, sociology, politics and literature (Guillén, 2001). Certainly depending on which definition of globalization one refers to the connotation and meaning will be altered towards its purpose. Nevertheless, here are a few definitions from well-known specialists in the globalization field. Gudmund Hernes, a sociologist who also been the Minister of Education in Norway, states:

"Globalization is the increasing flow across borders and boundaries- whether national, economic, cultural, technological, or institutional- of people, goods, services, ideas, information, images and values...The effects of globalization extend far beyond commercial boundaries- there are environmental effects of free trade, social effects of liberalization, political effects of privatization and cultural effects of homogenization." (2001: 21)

On the other hand, Harvey, a geographer, and Mittelman, a political scientist, perceive globalization as a "*compression of space and time, a shrinking of the world*" (Guillén, 2001). The two different depictions of globalization portray a contrasting sharp-twist and magnify remarkably the importance of the definition or interpretation. In addition to Harvey and Mitteleman's classification, Robertson, a sociologist, stressed the fact of an "*intensification of consciousness*" (1992: 8). Depending on which field one describes globalization, one would uncover a spectrum of definitions, but one will stumble upon the same phenomenon which is the presence of movement in its meaning. This implies that change is occurring in the state of globalization comparable to an evolving organism.

When reading literature about globalization, one frequently encounters the word internationalization. One might ask oneself “what is the difference between globalization and internationalization?” According to Lester T. McCabe (2001), globalization has a negative connotation and it summons fears of neo-colonialism and cultural homogenization, whereas internationalization insinuates the cooperation and understanding among two countries or cultures. Also, globalization is a worldwide process with standardization occurring internationally. On the other hand, internationalization is a movement toward bilateral and/or multilateral process involving knowledge of specific nations that improves the development of a society and even cultural relationships. Green (1996), who believes we are seeing “*partial internationalization*” rather than rampant globalization, claims:

“It is undoubtedly true that many of the advanced western states find it increasingly difficult to maintain social cohesion and solidarity. Growing individualism and life-style diversity, secularization, social mobility and the decline of stable communities have all played a part in this...In some countries, where markets and individualism have gone furthest in dissolving social ties, there is reason to wonder whether national solidarism has not vanished beyond recovery.” (41; Whitty & Power, 1999: 135-136)

As Hernes (2001) recapitulates clearly, globalization is a mixed blessing encompassing promises as well as threats. It can mean modernization, but also marginalization. It can raise standards of living, but also increase exploitation, threaten the environment and destroy communities. The increasing exploitation, threatening the environment and destroying communities are the negative effects that are associated with globalization. Since these terrible connections are bound to globalization, people tend to regard globalization as negative to society. One ought to look at the optimistic opportunity that globalization can propose, which is raising the standard of living for all. These pros and cons of globalization are inevitable according to McCabe (2001).

2.4.2 Capitalism

When reviewing and reading literature about globalization one will frequently come across the word “capitalism.” An exhaustive list of definitions also exist for capitalism, but this paper will identify capitalism as: “*an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision, and by*

prices, production, and the distribution of goods that are determined mainly by competition in a free market” (Merriam-Webster Online Dictionary, 2005a). I have decided not to go further into detail about this debate, but focus attention as to why globalization is associated with capitalism.

Wikipedia (2005b) which utilizes the Merriam-Webster Third International Unabridged Dictionary claims “*investments that are determined (...) by prices, product and distribution of goods*” are examples of what we see all the time. If one were to exploit the classical example of McDonald’s, a capitalistic globalized franchise, and one entered a McDonald’s in Charleston, South Carolina; one would expect the same menu or “products” with a cost differentiation compared to McDonald’s in New York City. Naturally, the price difference is present because of contrast in the standard of living and other economical factors. If that same person were to travel to Grenoble, France, one would find a McDonald’s with similar “products”. However, one may find a blue-cheese burger, which does not exist outside of France or Belgium. The crux of this example is that, McDonald’s franchises have adjusted products because a free market determines the distributions of goods. We can observe this phenomenon also in McDonald’s Japan, where Teriyaki burger exists and in Germany, beer can be purchased at McDonald’s. These capitalistic companies such as McDonald’s are becoming more prevalent and popular. That is the reason why capitalism has a tendency to be coupled with globalization.

The logic behind why companies like McDonald’s are taking over the market is that they have the capacity to serve customers on an enormous scale. This can be done through positioning one’s shop in a convenient strategic central location globally. McDonald’s expands quickly and fervently since the lifestyles of people are categorized, companies like McDonald’s propose their products to a group of consumers that are uniform on a macrocosmic level. It was the first of its kind, a red and yellow colored American fast-food hamburger chain known almost all around the world.

This entity of McDonald’s can be analyzed as parallel to the trends at colleges and universities where standardization and globalization are occurring, but the trends are not everything and deterministic. There are distinct features that remain among higher educations. This comprises U.S. higher education institutions when compared to one

another domestically and when compared to other institutions internationally. There will always be a difference and uniqueness within an organization according to the goals, principles and fortes. One would witness such differences when reading websites of schools, brochures and their mission statements. They are diverse and have high expertise in fields in which others are not expert.

These goods like education are modified in such a way by the private decision which infers competition and profit. The market mentality and entrepreneurial spirit are what keeps it going (Ibid.). These capitalistic companies are a success because customers know what to expect when entering a McDonald's because of standardized "products" that are sold, in the same way as education. This success insinuates economic wealth or profit and fame worldwide. The capitalist economy and market described above are spreading day by day as the norm, whether accepted or unaccepted by individuals and mainly by higher education. The college/university world is becoming more extensive and familiar within a free market. The competitive nature of American colleges and universities are based upon the "*private or corporate ownership of capital goods*" (Ibid.) where "capital goods" can be seen as education. Since schools own the capital good or education, one wishes to buy such "goods" in capitalism or if education is free, one must struggle for it.

2.4.3 The Fear of Globalization

"*The fear of being alike*" (McCabe, 2001: 144) or the same is of course a difficult task to handle as an individualistic human being. Throughout time, man has believed in a God, gods or spirits to give meaning to one's special existence. In a way this uniqueness is diminished through this sameness that occurs outside marketable borders. Hernes summarizes soundly the influence of globalization on a society. "*Globalization will only accelerate the homogenization of lifestyles, reducing cultural variety and threatening the diversity of human expression- unless these informing tendencies are counteracted by policies to preserve the rich and multifarious heritage of humankind*" (2001: 23). He describes this acceleration of homogenization where variety and individuality are diminished, which is something more frequent than in the past. This homogenization can be viewed as the new emerging type of standardization. However, both homogenization and standardization deal with making something the same or more or less equivalent. Therefore we have this fear of loosing individuality within us. There are more issues about the fear of

globalization, but all the subject matter pertaining to globalization cannot be covered. Hence, only a brief comment about its fear was mentioned. However, this fear of homogeneity is a dread for higher education as well, where colleges/universities do not want to be exactly alike.

2.4.4 Globalization Effects Higher Education

With globalization molding standardization, standardization begins to play a larger role within the institution of higher education. Chambers (1997) recounts that standardization is promoted and sustained positively in four ways: first, it minimizes administration, two, it has certain democracy and uniformity, three, it signifies supervision, monitory and evaluation and lastly, it helps spend funds quickly. These standardizations seem to organize the higher education system in an efficient manner. It gives structure to a large educational system to balance people's roles and have processes function visibly.

Globalization homogenizes and regulates grades and credits on a basic standard of measurement. Concerning standardization of credits, institutions can send students more openly across to other continents with the security that students receive the right number of credits towards their graduation. This is an extremely important factor because students would be losing money since credits are money. One can see this dispersion of undergraduates more often within Europe than America because of the Bologna Process that aids in standardization. The Bologna Process normalizes the academic quality assurance throughout most European higher education institutions (Wikipedia, 2005a). The Bologna Process's mission is "*to create a common European Higher Education Area by 2010 with a view to improving the competitiveness and attraction of European higher education in relation to other continents*". It incorporates six objectives:

1. *Easily readable and comparable degrees*
2. *Uniform degree structures*
3. *Establishment of a system of credits - such as in the ECTS system*
4. *Increased mobility*
5. *Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies*
6. *Promotion of the European dimension in higher education*

(The Ministry of Education Finland, 1999)

Reviewing the six guidelines, one can perceive how normalization is occurring within European schools, outstandingly, when comparable degrees are implemented into higher education. It is alleged that the abstract model for standardization tends to copy what was professionally favored and frequently the prominent method from developed countries (Meyer, 1992: 22). The new ideas to integrate standardization are actually the same within the dominant or wealthy nations which perpetuates and spreads the homogenization overall.

Correspondingly to normalized grades and credits, which is one step closer to exhibit a comparable degree, “bachelor” and “masters” terminologies are depicted globally to standardize the other native expressions and educational system. These two coinages give a society a general idea of what foreign individuals study and one’s degree of education. Overall, the need to compare apples and apples are implemented. Although on another microcosmic level apples and oranges are being actually compared, since education is not identical. The positive note is that at least the apples and oranges are trying to be compared with the knowledge of their differences.

Student mobility is a fresh phenomenon noted in higher education with the flourishing of globalization, as well as an objective by the Bologna Process. This innovative student mobility is directly organized through colleges/universities with special agreements or third parties, which propose the assistance necessary. Students can study, travel and return to the home institution with credit. With such innovative advantages students can travel far and wide and have the security of returning home to finish their studies and graduate in a timely manner. This opens up for brand new collaborations among institutions, in particular for professors and staff.

2.5 Educational Planning

This subchapter introduces two definitions of planning by Farrell and Adam. Here Farrell identifies “education planning” with other interchangeable terms such as “*policy analysis*,” “*policy making*,” “*management*,” “*administration*,” “*research*,” “*decision-making*,” or more broadly, “*politics*” (Farrell, 1994: 4499). As one may observe, Farrell recognizes various definitions similar to Adams’, however he focuses on the issue of politics.

For positive transformation to occur within the higher education environment, strategic education planning and policies must be implemented to improve the immense entity. Adams defines planning as the “*ubiquitous activity, engaged in by individual organizations, communities and nations*” (1994: 1804). He categorized seven models of the educational planning process. They are:

1. *A process of making rational/technical choice*
 2. *A process of making incremental changes*
 3. *A matrix of interdependent and sequential series of systematically related decisions*
 4. *The construction of maps of time, space, and causality in new settings*
 5. *A strategy of decision-making controlled by politics and the exercise of power*
 6. *Interaction and transaction with decisions reached as the result of dialogue*
 7. *A process of education or social learning*
- (Adams, 1994: 1804)

Model 1 is tactful because rational/technical choices should prepare one for future obstacles. Related to model 1 is model 3 since they mutually position “planning” in a strategic sense so that the right foundation is formed where less trouble is embedded in the beginning. These processes can be extended in time and are arduous, but little after little change should occur if these steps are selected.

As Adams states, the definition of planning has diverse “*purposes, actors and techniques implied suggesting that the definition are imbedded in contrasting theories*” (Ibid. : 1804-1805). So, when one creates educational policies, there are many ideologies or theories to take into account. Four theories from the policymaking models according to Theodoulou and Cahn include Group theory, Elite theory, Corporatism and Subgovernments (Shannon & Edmondson, 2005). Group theory of policymaking contends that policy is a battle among groups of society such as social, economic or ethnic. These crowds try to emphasize policies complimentary to them. Elite theory claims policies among a smaller bunch with significant power who share familiar attitudes. Corporatism illustrates policymaking according to interest groups that develops into the decision-making and implementation system. Subgovernments infer policymaking where government divisions operate with interest groups. By means of categorizing theories, one may pinpoint which group would

like which type of change in policies. This classification of theories is something one should be aware when planning is implemented into education.

Farrell questions at the end of his article:

“What does it mean to plan education as an instrument of cultural transmission and reinforcement when governments are increasingly unable to control cross-border flows of cultural messages, or of people? Finding answers to questions such as these will likely be the major challenge facing educational planning...” (1994: 4509)

He implies that inquiry such as these above will be the new impediments to the 21st century. These are without doubt the concerns when developing and implementing policies and planning for study abroad in a time of globalization.

2.6 Summary

This chapter presented a background of different systems and concepts, which evolve around the four issues of higher education, study abroad, globalization and educational planning. Through stating definitions and examples, one should see a glimpse of the setting of where student exchange fits into this large context of all these four themes. These four frameworks will reappear in chapter 6 where they harmonize with formal and informal learning and student identity. However, the next chapter enlightens us with the methodology and processes of this study.

3. Methodology: Triangulation

3.1 Introduction

Chapter 3 displays a triangulation methodology utilizing two cross-sectional questionnaires from IES with nonrandom sampling; accompanied by a daily journal, my personal experiences studying abroad and interning with IES. The quantitative method included the implementation of two surveys from two contrasting participant groups. The first set, Survey I, implemented present and past IES study abroad students whereas the second collection, Survey II, comprised study abroad staff in various American colleges and universities. These surveys evaluated curricula (language, major⁵ and minor⁶ courses), trends in study abroad and changes needed within the system of cultural exchange. The qualitative method consisted of observation and personal comments in a journal written everyday throughout my 10-week intern period with IES. The aspects of triangulation, the setting of questionnaires, sampling, instrumentation, validity and reliability, procedures, ethics, limitations and delimitations of Survey I and Survey II will be further examined in this chapter.

3.2 Methodological Considerations: Triangulation

I determined that the method of triangulation would be most fruitful to my studies because it commands the “*cross-checking of data using multiple data sources or multiple data collection procedures*” (Fraenkel & Wallen, 1993: 558). A quantitative and qualitative study together would balance the mathematical and the explanatory sides of research. On the other hand, I recognize the significance of the two various epistemological and ontological backgrounds of quantitative and qualitative methods which cannot be stressed enough where it could thrust different exposures to one’s research. Epistemological is “*what should pass as acceptable knowledge*” (Bryman, 2004: 539). Ontological is the

⁵ “(N. Amer.) a student specializing in a specified subject” (Compact Oxford English Dictionary, 2006a).

⁶ “(N. Amer.) a student’s subsidiary subject or course” (Compact Oxford English Dictionary, 2006b).

“theory of the nature of social entities” (Ibid. : 541). Concerning this argument, I would like to first define and explain quantitative and qualitative methods. Thereafter clarify the overlapping qualities they both have and thirdly my reasons for adopting triangulation in this study.

First and foremost, quantitative methods consist of a deductive testing-theory. The deductive testing-theory is *“the relationship between theory and social research are usually associated”* (Ibid. : 8), the natural science model of positivism and objectivism (Bryman, 2004). Under the umbrella of quantitative methods, this positivist approach clarifies what one experiences *“visually, auditorily and emotionally”* where the quality of recording is critical (Bernard, 2000: 17). Equally as important, it demands to unearth essentials for generalizations with numerical graphs. The quantitative offers a concrete numerical truth to questions asked to participants. It gives the research more validity and generalizability if correct and if accurate procedures are followed. Two disadvantages of quantitative methods is that it reports quickly (Silverman, 2000) and is influenced by a natural science means of what should be valid as suitable knowledge (Bryman, 2004). Therefore, I found it positive to employ qualitative research to counterbalance the downsides of quantitative studies.

As stated earlier quantitative and qualitative methods have three contrasting values and orientation, where qualitative method believes in an inductive generating theory, interpretivism and constructionism (Ibid.). Inductive generating theory is where *“theory is the outcome of research and linking data and theory are typically associated”* (Ibid. : 11). As a researcher, I must be careful of such drawbacks that could manipulate my perceptions or conclusions. Qualitative research can be influenced by the researcher’s political views (Silverman, 2000) because according to Bryman (2004), researchers utilize this method to interpret people’s norm and behavior. Qualitative method is related to a more naturalistic approach (Ibid.) and to *“flexibility”* (Kleven, 2005), which contributes as a relaxed and frank technique to communicate. As for the qualitative ingredient of the thesis I have chosen journal writing for my 10-week internship period at IES Chicago as the Academic Programs Research Intern. This is elaborated in chapter 4. It occurred to me that journal writing was something very familiar, true and an insightful method for me to take advantage to communicate to my audience.

Even though surveys and journalistic methods are very unique and distinct, overlapping does occur. For example, they are both interested in what people do and think, however go about investigation in different ways (Bryman, 2004). An analogy would be that a person could take two winding paths to get to the same house. Sometimes one method may encourage a task usually applied to one methodology. As well as, for instance, both research designs are known to apply case studies (Ibid.) which one would not expect quantitative methods to do so. A tendency devoted to both methods is that they are associated with epistemological and ontological positions where connections are not perfect (Ibid.). For this reason, I mediated these two sources, which could moreover rationalize the truth within my findings.

Now reiterating these fundamental contrary backgrounds of methodological approaches, I felt that exploiting the aspects of both quantitative and qualitative methods would be best if combined, known as triangulation. With triangulation, it steers toward the elimination of biases where one relies only on one data collection (Gall, Borg & Gall, 1996: 574). Utilizing various aspects from both methods such as two large data sets and a written account of experiences and observations, one can give more depth to discovering the facts of what international exchange and more specifically what IES conveys to their students. In addition, details of activities and present trends in a time of globalization can be explored further. It expands the credibility in the case because uniting two methods to support one another would be most effective. One can distinguish this striking combination of qualitative methods that tells a story (Ragin, 1994: 43) and the quantitative methods which *“is meant to make the story more convincing”* (Neumann, 2000: 73). I found triangulation as a noteworthy method in this thesis because it proposes the use of two varieties of data sources and a multiple perspective to interpret a single data (Blanche & Durrheim, 2002: 431).

3.3 Internship: IES, Chicago USA

The fieldwork setting of my internship was Chicago, USA because that is IES' headquarters' location. A yearly opportunity of summer internships are provided by IES with a minimal stipend for 10 weeks. Here I briefly explain the sequences of how I arrived in Chicago and the contextual reason as to why I kept a journal during my stay in the Midwest.

To begin, I would like to portray the process of how I was recruited to be an IES intern. Early spring 2005 I first heard about this internship from my ex-professor at Tokyo International University, Doctor Takeshi Hirose, informally known as Tak. He forwarded me an e-mail about an opportunity to obtain an optimal work experience in the field of international education with IES, Chicago. He remarked how this institute had employed him for the past few years and the positive advantages of being a part of their team. I trusted him and believed that it would be a beneficial possibility for my career. I would through this internship observe first hand how an international student exchange organization functioned actively and globally. To attain this internship, I electronically sent my application with the deadline of March 15, 2005 to IES. On April 4, 2005, I received an e-mail from an employee that I was highly recommended by Tak and to forward my cover letter and CV directly to her. So of course I did and waited for the next step.

After the so-called impatient three weeks of waiting, I received an e-mail from an IES staff that I was granted a telephone interview. Finally on May 4, 2005, I was granted a contract not as a Marketing Intern, but as an intern within the Academic Programs Department. I was thrilled with this response because I looked forward to this new challenge behind the scenes of how decisions and programs evolved and then actively performed in a competitive study abroad organization.

After signing my contract with IES, I was going to be working at 33 North LaSalle Street on the 15th floor, although the 10th floor was also a division of IES. My internship required me to begin Monday June 27, 2005, with working 8:30-16:00 hours Monday through Friday with the exception of July 4th. Friday, September 2nd, 2005, the day before Labor Day weekend was my official last day. During this period I was assigned to accomplish a few projects that had adjustments through my time there. These seven projects are illustrated further in chapter 4.4.

Through this two and a half month internship, I maintained a daily journal. It is said that a journal is “*an outlet for writing things down*” and ought not be an ingredient of “*public record*” (Fraenkel & Wallen, 1993: 397-398). Journal writing has the advantage of letting feelings out, yet to keeping them private (Fraenkel & Wallen, 1993). As for my 10-week journal, comments and thoughts were written daily in my black spiral notebook. I began

everyday on the first line at the top left with: Dear God, the day of the week, date, time, place and weather. I thought it was best to keep my normal journal format habits as above. The above style is actually the way I have introduced information in my personal journal for the past 10 years. I thought by applying my writing in this way, my words would come more naturally and give me less worries that somebody would be reading my thoughts.

3.4 The General Survey

Here, an explanation about the overall questionnaires will be first conveyed. Thereafter, a description of how I accessed Survey I and II through IES will be recounted. Survey study or survey research is labeled as *“an attempt to obtain data from members of a population of a population (or a sample) to determine the current status of that population with respect to one or more variables”* (Ibid. : 557).

In his research textbook, Bernard (2000) reports that self-administered questionnaires possess six advantages when generated for data collection. They embrace: to gather data from a robust representative sample of respondents at a minimal cost, all respondents obtain the same questions, one can ask more complex questions (E.g. extensive list of response categories), long batteries of *“boring questions,”* response effects are nonexistent and the survey can be electronic and be automatically e-mailed (Ibid. : 231-233). Bernard (2000) alludes that, self-administered questionnaires are functional when the respondents are literate, one is confident of obtaining a high response rate of about 70%, and that the questions do not require visual aid. As one may construe, the respondents were literate in Survey I and II because that is an expectation or requirement for students and academic study abroad staff when functioning in the academic world. When constructing a questionnaire important rules must be followed: questions should be unambiguous, vocabulary is suitable to the respondents, an understandable rationale for every question, scales and filter questions ought to be transparent and well organized and not to make use of loaded or double barreled questions (Ibid. : 278). These are exceedingly central conditions because one could collect contaminated or false data if they are not taken into caution.

From this point on information on how I gained access to the two questionnaires will be presented. Toward the beginning of my internship, in early July, I was invited to attend a

curriculum audit meeting for 1.5 days. IES staff and external individuals, from highly qualified academic background, presented and discussed quantitative results I have been approved to use within my thesis. Toward the end of my stay in Chicago, I was given full permission to make use of the two restricted data sets from IES enrolled and alumni and academic study abroad staff from IES Member and Associate Member Schools (refer to Appendix A for list of schools). I took no part in carrying out any procedures in collecting these two data sets since they were both collected before I began working with IES. I can therefore only speculate regarding the research problems in Survey I and II.

IES as an organization would clearly like to advance their reputation and service as an outstanding study abroad provider. Even though IES claims nearly 90% of their students come from their Member or Associate Member Schools, they could still expand their establishment and endow more services. IES finds survey as an effective technique to earn quick feedback. From my speculation, IES probably believed it advantageous to have two sides of the story. Hence Survey I represented students and alumni and Survey II queried study abroad staff among their Member and Associate Member Schools.

3.5 Survey I: Present and Alumni IES Students

3.5.1 Sampling Strategies

I hypothesized that the research problem probed by IES in Survey I questions what trends are present among the students that study abroad with IES. This query envelops a broad-spectrum as to where students tend to study, what types of language courses were undertaken and facts about one's major or minor fields of studies. One may theorize that the target population includes the entire IES alumni and present IES students. Nonetheless, the accessible population constitutes 2,733 students of IES alumni and students that were studying with IES at the time of the survey data collection. As for the accessible population, the sample size of 906 students was unveiled.

Survey II adheres to as being a nonrandom sampling of an explicit group of IES alumni and IES students that were studying abroad during the period of data compilation. It is a nonrandom because it was an assemblage of e-mail addresses. Those that had valid e-mail

addresses received the survey. Those that did not gave a negative impact on the sample size. The sampling consists of e-mail addresses that were available and convenient. Hence, I would deduce that Survey I transpires as a convenient nonrandom sampling. Concerning the sample group, personal details about the respondents such as age or sex were not available, but one may suspect these students to be in the range of 20 to 21 because students often study their junior year abroad with IES. The gender and ethnicity of the students were not specified at all throughout Survey I. Perhaps one may possess an inkling of the socioeconomic condition of the students that responded to this questionnaire. Insinuated by the majority of private colleges and universities from the list of the IES Member and Associate Member Schools, one can extrapolate that the students come from a financially prosperous milieu. Most of these students come from high socioeconomic backgrounds. They study abroad a semester with a convenient package encompassing the meals, housing in apartments and dorms, two-week excursions and transferability credit.

3.5.2 Instrumentation

Survey I comprises of 25 descriptive questions, conducted by IES. This survey was operated from January 2005 through June 2005. The data was collected once, although a reminder e-mail was sent February 4, 2005. Results carried out by Websurveyor, a popular online survey service, gathered the population and sample stated in chapter 3.4.1. I believe the questions were determined by IES, but the survey provider formatted the survey to make it easy for the respondents. The online survey instrument is very reliable because it is easy to use and collects data consistently and systematically.

The survey itself encompassed an assortment of multiple choices, yes and no, 1-5 point scales and sub questions where one question lead to another question. The questions uncarpeted features about courses, language and studies, proposed by IES and students' personal feelings towards them. Websurveyor accessed multiple buttons that generate a copious amount of graph types, charts in 3-D, color and other designs, to manipulate one's reported data until one was content. The graphs tailored to chapter 5 are also bar graphs to maintain consistency with Survey II, which entail bar graphs. Only eight figures out of the 25 questions from Survey I are investigated in chapter 5 Results and Analysis. These will include findings 1 through 5b.

3.5.3 Validity and Reliability

A 33% response rate was the outcome based on Survey I results. According to an IES staff it was highly due to the fact of bearing a majority of accurate e-mail addresses from students in spring semester 2005. Those that studied in the spring composed a majority of 51.3 % of the sample group. These respondents were studying at IES Barcelona at one of IES' largest centers that operate study abroad courses in English. Consequently, this may have skewed Survey I's results to represent students that were mostly present in Barcelona with IES in spring 2005. Although this is the case, with the response rate of 33% (906 divided into 2,733), it has a strong internal validity on IES' actual amount of students they send abroad annually. With such a large accessible population and large sample population, one can enhance the external validity or generalizability of the results from Survey I. Nonetheless, the external validity could have been increased if there was some kind of reward. The reward could have consisted in either monetary, IES voucher for courses or IES goods (t-shirts, caps and stationary).

The population selected to answer the questionnaire was 2733 students, which seemed to be a very large number and therefore would have a high structure of measure because it had a hefty denominator. The reliability was fair because the results produced would not be always consistent because students' personal feelings change towards curriculum and experiences vary dramatically from person to person. Emotions are exceptionally diverse if measured at different points in time during a student's time abroad.

3.6 Survey II: Academic Study Abroad Staff

3.6.1 Sampling Strategies

I can only speculate the research problem, which IES wanted to investigate because I do not possess any material to prove IES' precise research question. I presume that IES sought to uncover the trends of study abroad from the perspective of the academic study abroad staff. This also may have consisted of trying to improve their program by finding out what would be paramount to be endorsed in either language or subject courses. Survey II's target or actual population probably encompassed all Academic study abroad staff in the U.S., but as

Fraenkel and Wallen claim that it is “*rarely available*” (1993: 81). The accessible population was 108 Academic Study Abroad Staff of IES Member and Associate Member Schools that were sent an e-mail with the electronic survey. From the population, a sample of 57 completed Survey II, where two people completed the survey partially.

The accessible population was a nonrandom sampling specifically allocated to the population which engrossed the study abroad staff associated to IES. This was nonrandom because the individuals did not have an equal chance of being chosen to reply to the questionnaire. IES communicated only with 108 of the available academic study abroad employees. Details such as age of the sample are not obtainable. Although one can hypothesize the age range by the titles the individuals have which correlate also to one’s socioeconomic status. As well as by identifying the names of the individuals one can determine the gender and perhaps one can assume the ethnicity of the individuals. According to the data, the individuals from this sample are from a wealthier demography because their job titles infer a higher range of salaries. These various titles range from: Director, Assistant Director, Acting Director, Associate Director, Executive Director, Program Director, Coordinator, Academic Coordinator, Advisor, Foreign Study Advisor, Study Abroad Advisor, Study Abroad Counselor, Assistant Provost, Associate Dean and Assistant Dean. The Study Abroad Academic Staff are mostly Americans. I would like to suspect that because I met some at IES Chicago and since they work in the large American higher education institutions. Naturally exceptions do exist. I will refer to the populaces with the above titles as the academic study abroad staff further throughout the thesis. Dissecting the first and last name of the sample group, most are of Germanic, Irish and English origins, which conjure the background of Survey II respondents.

3.6.2 Instrumentation

IES’ second survey of 22 descriptive questions was conducted electronically. The location of the individuals who performed the questionnaire is unknown. One may presume the 57 respondents completed the questionnaire at their home or work. Of course there is the possibility they could have been on a business trip or on vacation and submitted it from anywhere in the world as long as they had access to the Internet. The survey was launched on November 24, 2004: 15:09 to January 4, 2005: 13:17. It was administered for a short period of time of about five weeks. The data was collected only a single time during the

mentioned period. Nonetheless, a reminder was transmitted at one point in time, but there is no record of date or time. IES staff conducted this survey electronically through the aid of Zoomerang, an online survey service, which is no longer employed by IES. Zoomerang is also very reliable because it is easy to use and collects data consistently and systematically.

Survey II implemented different types of questions constituting questions about personal feelings toward trends, open responses or additional comments, choosing from multiple choices and scales. The specific questions, which are highlighted, are touched upon more profoundly in chapter 5.4. Zoomerang's format comprises of questions that were divided into colorful bar graphs with a yellow frame. The question numbers and the questions are stated at the top of each section with the numerical figure of respondent results and also converted into a percentage. Only eight figures out of the 22 questions from Survey II are investigated in chapter 5 Results and Analysis. These include findings 6 through 12.

3.6.3 Validity and Reliability

Survey II directed to the population of 108 echoed a 53% response rate. It was unquestionably higher than Survey I, but it was geared toward participants that had more interest in the issue of giving feedback to have effective changes that would ultimately affect themselves. Therefore, there is high internal and external validity. The external validity could have been increased perhaps with a reward, but since this population had more personal incentive, maybe it would not have made such a significant difference to the response rate. The sample answered in detail highly likely because the titled staff has an abundant department responsibility where excellent program performance is a priority. Plus, he or she work hand in hand directly with IES staff to improve programs and services. Most of these questions had an option to write personal comments, which gave one more liberty within their responses. The structure of measure could have been stronger if there had been more respondents with the same title positions from colleges and universities. Regarding the measurement characteristic of this survey, a strong reliability is present because the survey respondents had a clear idea what IES programs were, what needed to be improved and moreover competent to tender suggestions. In addition, these participants have a close tie or contact with IES staff, which could reemphasize the better response rate. They could have felt a high responsibility to respond to maintain dynamic communication for future relations.

3.7 Other Methodological Issues for Survey I and II

3.7.1 Procedures

In this section I am to describe at a point of intricacy so that Survey I and II could be replicated by another researcher. This is very difficult to articulate because I was not present at any point in time during the data collection. Neither was I present for the procedures before the collection of data. I have no proof of any kind of chronological schedule or outline that was pursued or that was attempted to be followed during this research process. This suggests that I was unable to specify what breed of biases could have been controlled at any point in time if any arrived during either questionnaires. I have only speculated the research problem and arrived to my own interpretation of what I believe to be as IES' reason for distributing two surveys to two contrasting groups. This thesis sets more weight on the results and analyses that were expunged from Survey I and II and how it supports and relates to the discussion in chapter 6.

3.7.2 Ethical Consideration

I am only capable to discuss ethical considerations with the data after I was granted permission from IES. Since, I was not present in any preparation of the questionnaires therefore I cannot state any ethical considerations IES has taken into account when they conceived the surveys. As for my role after accessing the two surveys electronically, I have kept the data safe on two burnt compact discs. My plan has been and is to “*protect the welfare and the rights of the research participants*” that IES has researched (Blanche & Durrheim, 2002: 65).

Confidentiality about individuals is an important issue. Survey I, included only ID numbers of students that reported data, hence the privacy issue was not a strong concern. Although in contrast to Survey I, Survey II contained study abroad staff's first and last name, titles, schools where the responses were exported into an excel spreadsheet. The names of study abroad staff were not as essential as to which schools they were affiliated. A rationale is that one can presuppose about certain categories of the schools being ranked as “highly competitive” or “competitive.” This often means a difference in quality and at times a divergence in tuition costs.

3.7.3 Limitations

Limitations concerns the boundaries made by the study. I cannot stress enough the shortcoming that I was not present at the time of data collection and cannot retrieve details such as all the particulars to why certain questions were chosen compared to others. Since I was missing at the initial stage of choosing the participants and gathering the both surveys, I have many limitations regarding my data. They include not being able:

1. To double-check if other ethical issues were not taken into account during the time of data collection.
2. To know the accurate purpose of why IES collected data accordingly.
3. To have a random sample of students' to be given the survey so that the data could be more valid and generalized
4. To know other details circumscribing the data collection of these surveys such as obstacles or concerns by participants.
5. To request or rephrase questions I was more engrossed in querying.

As informed, Survey I with a 33% response rate and Survey II with a 53% response rate, both surveys' rates could have been amplified. One way would have been to give incentives such as IES t-shirts or IES caps or certificates as rewards for filling out such time consuming surveys, particularly Survey I. A second scheme includes obtaining correct e-mail address for all IES alumni and undergraduates. In connection to that is, IES needs to make sure students can retrieve Internet. There remains a small possibility that some students might have had less access to Internet, where Internet availability was one's own personal expense. It could have been that Internet opportunities were simply restricted to students.

3.7.4 Delimitations

Delimitations consist of boundaries that I placed on my share during the process making of this thesis. Perhaps if I utilized a single quantitative study it would have brought more validity because of a non-existent clash of epistemological and ontological differences in my methods. More energy could have been focused on the correlation and results of the two surveys instead of implementing a qualitative aspect such as the journal portion and my personal experience with IES. As well as to the above suggestions supplementary concrete quantitative data could have been unearthed to verify IES statistics. I believe some

respondents were chosen from these two surveys to have a telephone interview. In spite of this, I plan not to mention about the telephone interviews any further because I know nothing about it and instead will base my discussion and thoughts on the attained 12 findings from Survey I and II.

3.8 Summary

This chapter transmitted the methods process of triangulation for this thesis. It allocated the reason for the chosen methodology of triangulation and the background of what a survey is and how it should be carried out. Next, sample strategies, instrumentation and validity issues of Survey I and II were professed. Finally the procedures, predicaments of ethics, limitations and delimitations are contested and argued. I hope that through this chapter one is equipped to evaluate IES findings tackled in chapter 5 Results and Analysis. Nevertheless, first a portrayal of IES as a non-for-profit study abroad provider will be presented.

4. Description: IES as a Study Abroad Provider

4.1 Introduction

The goal of chapter 4 is to propose a general knowledge of what IES comprises of as a promoter of study abroad and to shed light on my summer internship at IES. First the characteristics of IES in its contemporary phase in the early 21st century shall be reflected upon. They include details such as costs, quality and the IES Map©. Next, the future obstacles of IES shall be reviewed such as its goals and grappling issues of terrorism for their students. And finally, my personal responsibilities and experiences as an intern with IES shall be reviewed.

4.2 Present IES

In 1950 IES was established as the “Institute of European Studies.” Since 1997, IES has been called the “Institute for the International Education of Students” (IES, 2005a). It is a global nonprofit organization headquartered in Chicago⁷ with nearly 30 programs in 15 countries⁸ (IES, 2005d). They have been sending American students to Europe and now around the globe for over 50 years. IES as a study abroad mediator proposes:

“A broadly based, undergraduate curriculum that encompasses the humanities, languages, fine arts, social and natural sciences, mathematics, music, business and pre-professional studies. In addition, we provide contemporary courses that embrace an interdisciplinary approach to subjects such as gender, ethnic diversity, urban studies and international business.” (IES, 2003: 3)

⁷ Chicago had a city population of 2,862,244 in 2004 and is one of the largest cities in the mid-West. (U.S. Census Bureau, 2005)

⁸ The programs are located in: Argentina: Buenos Aires; Australia: Adelaide, Melbourne and Sydney; Austria: Vienna; Chile: Santiago; China: Beijing; Ecuador: Quito; England: London; European Union: (located in) Freiburg, Germany; France: Arles (summer), Dijon, Nantes and Paris; Germany: Berlin and Freiburg; India: Delhi; Ireland: Dublin; Italy: Milan, Rome and Siena; Japan: Nagoya and Tokyo; The Netherlands: Amsterdam; New Zealand: Auckland and Christchurch; Spain: Barcelona, Granada, Madrid and Salamanca (IES, 2005d)

As an organization promoting international education, IES has a consortium group with Member or Associate Member Schools throughout the United States. They encompass a little over 155 colleges/universities (see Appendix A) that guarantee that IES can send their students abroad with the expectation of a first-rate education and safety. These schools are mostly ranked on the academically higher end of the spectrum concerning colleges or universities within the United States.

4.2.1 Costs, Scholarships and Aid

Reviewing IES' program costs, it may appear at first glance expensive. IES has various options of summer, academic, calendar year, direct enrollment and customized programs with an array of prices. If one were to focus on a country, for example Italy, the costs for Milan in fall 2005 comprised of: tuition \$11,000, housing \$2,950 and a health insurance of \$170 (refer to Appendix B for more costs). These price ranges come across as steep, such as \$600 per month for housing in Italy, when Italy is stereotyped to be less expensive than many other Western European countries, such as England or Germany. In addition, tuition in many of the European-Union nations demand only a minimal semester fee and at times this includes transportation (bus, tram and train), as was the case in Germany when I attended Universität des Saarlandes. Education seems extraordinarily cheap compared to students who are paying about \$31,000 simply for tuition, for instance at Boston College (see Appendix C for particular expenses), one of IES' Associate Member Schools. For these students that are paying such tuitions at private higher education institutions, IES appears reasonable or may seem cost effective with expected credit transferability. Therefore, it is not a surprise that these students study through IES when it may be less expensive than their home institution.

Since high fees are prevalent for IES students, IES makes an effort to assist students. They supply \$1.7 million each year to scholarship and financial aid programs for their students (IES, 2005e). They provide merit based scholarships and aid. A complete list encompasses Asia Pacific, Cross-Cultural, Fine Arts, Foreign Language, Dr. William Louis Gaines, High Achievement, John Gearen Scholarship, South America Scholarship, Robert McNeill, International Relations, Leadership, Science, Urban Issues and William Dwyer (IES, 2005f). In addition to these scholarships, need based aid of \$1,500 for semester and full-year programs are accessible. Three possible deadlines are available for students depending on

the length of study. They are: November 1 for spring and calendar year programs, April 1 for summer and May 1 for fall and academic year programs (IES, 2005b).

4.2.2 Quality Standards and IES MAP©

IES has “Ten Tips for Parents,” which are practical when deciding on one out of the 30 available programs. IES seems to match these 10 criteria as a whole. As a parent or guardian, here are some questions to ask when helping a student find a quality study abroad program according to IES:

1. *Does the program have a long, successful track record?*
2. *Is timely, detailed printed and Web site orientation materials provided for both students and their family members?*
3. *Are well-trained, experienced local staff on site and at the U.S. based headquarters?*
4. *Does the program provide adequate insurance in the case of an emergency?*
5. *Are mechanisms in place to ensure college credit?*
6. *Are planned classroom assignments, discussions, field trips, on-site orientation and re-entry programs, and many planned cultural events part of the program design?*
7. *Does the program have clearly stated academic standards?*
8. *Does the program have program and student evaluation systems in place to assure quality control and on-going improvements in every aspect of the study abroad experience?*
9. *Are significant financial aid opportunities provided to make study abroad more accessible and affordable for students?*
10. *Is a high quality internship opportunity for college credit part of the study abroad experience? (IES, 2005g)*

These 10 questions concern 10 issues that IES embrace, which are: reliability, accessibility, knowledgeable staff, safety, transferability, general formal learning, academic standards, quality control/regulations, financial assistance and internship opportunities. All of these matters are vital fields when checking the quality of study abroad and the functioning of the program.

In supplement with the 10 tips, IES established their own personal IES MAP© (Model Assessment Practice). This booklet with guiding principles is easily available by PDF on

their homepage or by mail. The IES MAP© is an educational instrument for designing and evaluating study abroad programs initiated by a task force from international and U.S. higher education who strived on extensive site visits and data analyses of program components. The IES MAP© concentrates on four academic areas: the student learning environment, student learning and the development of intercultural competence, resources for academic and student support and program administration and development (IES, 2003). It endeavors to design standards that many organizations ought to follow. The reason for its conception is as follows:

“The IES MAP for Study Abroad was created in response to this growing need for more effective program devolvement and assessment in international education. The IES MAP is an education tool for designing and evaluating study abroad programs and is the first of its kind in its field. ... The IES MAP was initially created for use by IES to assess existing programs and develop new ones.... However, it also can be of significant benefit to faculty and administrators at U.S. colleges and universities, to study abroad professionals and accrediting organizations, as well as to students and their parents.” (Ibid. : 4)

There is a lack of criteria as to what and how international exchange programs are operated. It is tricky to convert curriculum such as credits or courses from one to another when various materials are utilized and different hours are spent in a classroom or outside of it. There is infinite variation within international education. Keeping that in mind, IES developed a checklist to make aware of or minimize educational differences. An evaluation checklist is available in the aspects of: student learning environment, student learning: assessment and intercultural development, resources for academic and student support and program administration and development (IES, 2003). Through the application of the “Ten Tips for Parents” and the IES Map©, one is more apt to compare and differentiate study abroad programs.

4.3 Future IES

IES has been expanding for years. However, a meager 1% of the American student population studies abroad each year (IES, 2005c). Indicated in The American Council on an Education poll of 2002, 79% in the United States agreed that students ought to have an overseas experience in their undergraduate studies (Ibid.). IES aspires to expand and tackle

their target of nurturing a community of “interculturally competent leaders.” Their ambitious duty includes:

“To provide students and U.S. colleges and universities with high-quality academic study abroad programs that foster intercultural development. Our vision for the future remains connected to the original IES program in 1950...a world filled with interculturally competent leaders who have both the understanding and skills to effectively, humanely, and positively navigate across different cultures, in politics, education, business, or the non-profit sector.” (IES, 2005a)

With the ambitious duty in mind, IES has issues of terrorism and safety, which seem to be a growing concern for IES and other international organizations. Many provisions have been made in case of emergency situations, especially after the terrorist explosions of 9/11 and the London bombings in July 2005. IES must comfort parents and take secure measures for all their students. New links on IES’ website such as, “A Note about Student Safety” by the Executive Vice President is posted to show concern and that their highest priority is safety among their students. In addition, a tab about “Unrest in France” has updated postings regarding the riots and burning of cars in the fall of 2005. Regarding safety issues, they have produced an accommodating condensed contact list, for the circumstances when students are abroad, for parents and family. IES representatives are the ones to be contacted “Before Departure” and “After student returns.” A quick contact sheet can be referred to for parents and guardians (see Appendix D for print out). These representatives are responsible for students from different regions within the United States. There is probably infinite work for a single IES Representative before and after a student’s travel overseas. However, they are the middle people between the students and the changes that take place within IES.

4.4 Personal Experiences with IES

I wrote in my journal on Tuesday June 28, 2005, after my first day at IES, about my first impression of IES. I found IES to be well organized where on June 27th, I had five orientation meetings set up. I was highly impressed with how IES tried not to outsource unless they had to. For instance, IES owned a well-equipped printing room that printed almost all their marketing and internal material, except their gigantic and vibrantly trendy annual country programs binder. These days many companies tend to outsource as much as

possible because of worthwhile overhead. In addition, a large portion of their editing occurred within the headquarters with the help of many staff members. I was surprised by how young most of my co-workers were at IES. A majority were graduates of at least a bachelor or at times a master's degree. I noticed that the gap between the lower and upper level management tended to be a doctorate degree. Nevertheless, the atmosphere felt positive and professional so it was a fine start to my IES adventure.

Overall, I am very thankful to have had the opportunity to work with IES in their main headquarters. It gave me an authentic sense of what had to be done to survive in the competitive environment of international education. Below follows an outline of the seven chief projects I engaged myself in at IES during my 2005 summer internship. Thereafter, a summary of the activities shall be conveyed.

1. Curriculum audit data- observed and analyzed results of Survey II and gave my own conclusions
2. Curriculum audit- attendance and writing of the minutes
3. Created a guideline for quantitative and qualitative studies (E.g. IES surveys)
4. Center history- began arranging documents, long process
5. CV project- organized all CVs from all centers, those missing
6. Anti-plagiarism software- but found out Turnitin license had expired earlier that year
7. Final project- collecting and evaluating specific data from records already discovered by IES interns with a focus on Australia and New Zealand (E.g. Which building for housing, visa fee and costs)

Project 1, knowing that a curriculum audit meeting was to take place, I familiarized myself with the quantitative data of Survey II and articles. I had a meeting with a co-worker concerning my observations and my dissatisfaction with some of the questions. Some questions were not mutually exclusive. Documents were collected from academic staff that planned to present their opinions to the attendees.

Project 2 consisted of participants in a curriculum audit assembly with a few educational staff from IES Member or Associate Member Schools discussing and discovering explanations for the trends and results from Survey II. During this meeting, I transcribed the

1.5 days curriculum audit meeting. The writing was a long process because it was revised and finally finalized by another co-worker.

In project 3, I created a guideline making use of Internet sources regarding how to ask the right research questions in quantitative and qualitative methods. This tool was found useful for colleagues to refer to because IES often distribute various surveys.

Project 4 constituted of excavating and organizing each IES centers' history. This is an extensive process that still continues because IES' history goes back more than 50 years. Available are countless booklets, reading material with reference to alumni experiences or dates when centers commenced and discontinued. However, this is not a short summer project for an intern. I would suggest a consultant or a yearlong intern ought to recover information. I believe it would pay off in the long run especially from a marketing perspective to recruit more students. I updated an excel spreadsheet with dates when centers established, closed or re-established. I only had a chance to begin this assignment because more urgent duties arrived on my plate.

Project 5 comprised of searching through IES' database to locate availability of resumes for faculty and staff at all IES centers. I developed an excel table recording names, centers and dates. This was an arduous task because it was necessary to double check who worked for each IES center at the present time. Some centers were notified by e-mail to send CVs that were unavailable through IES Chicago. At times faculties had quit or were deceased and several resumes needed heavy formatting within Word. A high school intern created a homogenous style for all these resumes.

Project 6 was a priority, since plagiarism tends to be a quandary in academia. Some IES centers yearned for anti-plagiarism software that functioned reliably and with less effort. According to an IES employee, it was not every year students would plagiarize, but it did occur every couple of years. Turnitin is a promising remedy to plagiarism, which IES obtained a license to in the past. It was my obligation to mold a concise and clear presentation or outline for IES staff to utilize this program fully. IES' license had however expired a few months before my arrival and was not renewed. Turnitin is a costly program depending on the number of users. In the end, I was to search for other alternatives to anti-

plagiarism programs that would be less costly but still effective. Unfortunately this was an unfeasible mission. The best option I found was to “Google search” with words or phrases. Perhaps this was not exactly what IES was searching for, but I attempted other reduced cost alternatives; they did not however function well, or were scams.

Project 7, the last task was to build upon what the four marketing interns had done for the past 10 weeks. They collected competitors’ data and evaluated it for IES’. My plan was to labor with specifically Australia and New Zealand elements they had discovered and investigated, the price tag of a program or housing. My job was to spot the finite expenses of visa fees or different types of housing and if possible the names of dormitories and apartment buildings competitors housed their students in. I felt progress came sluggishly because a lot of research was demanded on every simple fact.

During my internship, I was present in IES Chicago when the London Underground/transportation bombing occurred on July 7, 2005. I experienced that IES executives were in a stressful state, but were still careful and sensibly taking action regarding the correct procedures of contacting who, when and where. Since the time difference of six hours from London to Chicago was crucial, immediate attention was brought to the staff first thing in the morning. It was an elaborate task to contact schools and to locate all the students’ whereabouts. Through such incidents, I believe personal information will become stricter, where students shall be required to give their mobile numbers to schools. Of course, the reason for this procedure is for one’s personal safety, but I think privacy rights ought to be a superior factor in the future. This repercussion shall be discussed further in chapter 6.3.2.

I felt that the projects that were offered to the four interns who were working around the same time as I was had a precise agenda throughout their 10 weeks, where I had less. Each had a distinct task concerning marketing. My intern position, on the other hand, was a new experiment within the Academic Programs department. In this way, my department may have had a more difficult time organizing projects for me. I had certain tasks that were to be carried out by myself, but obstacles at times stood in the way. When working, one must remember to take things with a grain of salt. In the end, I felt that, “*interns definitely have a foot in the door if they [IES] are hiring*” as I recorded in my journal on Thursday, June 30,

2005. This means that once IES receives a good vibe from interns, IES is willing to employ them if they are available.

4.4.1 “Taxicab Confessionals”

An article that ignited me to continue to promote international exchange toward the end of my stay in Chicago was “Taxicab Confessionals” (Forbes, 2005). I was introduced to it by one of the interns. It is an autobiography by Tim Forbes, a Peace Corps participant, who was assigned to Kyrgyzstan. One day he decides to take a taxi, and in the cab he encounters locals. Unsurprisingly, this is not an effortless journey. When I first read this article, I identified with the author immensely. As I wrote in my journal, Friday, August 12, 2005 *“That story about the taxi ride was very inspiring and how it could be really a life changer. Actually the fact about how you’re the star and somehow it simply disappears.”* There exist limitless external stimuli that are unknown until it changes one’s life. I laughed to myself when I read Tim’s interpretation of when the local Russian man, “Our Fourth” also known as the fourth passenger offered Tim a drink.

“‘We must drink to friendship!’ announced Our Fourth. ‘Sto gram,’ he said in Russian, whose literal translation is, ‘100 grams,’ whose practical translation is, ‘Let us drink a bottle of vodka together,’ and whose effective translation is, ‘I want to drink vodka with you until neither of us can see straight, no matter how many bottles it takes.’” (Ibid.)

This quote above plays with the Russian stereotype and Tim’s personal experience with vodka and the Russian culture. Nevertheless, these are the memories that never get lost with time and demonstrate the consequence of learning a new culture that can be unpredictably diverse.

4.5 Summary

Through this chapter, one should have acquired an overview of what IES is as a nonprofit organization that strives for high academic quality and intercultural development (IES, 2005a). IES struggles to standardize and to provide quality to their overseas students as much as possible, especially through their valuable devices of the “Ten Tips for Parents” and the IES Map©. Through my interning experience with IES, I feel that I have received a

solid foundation about international education and what it takes to compete among other global study abroad providers.

5. Results and Analysis: Survey I and II

5.1 Introduction

This chapter challenges to investigate two truths: one, what IES provides to their students during their time abroad based on IES Survey I and two, what tendencies are present among colleges/universities according to academic study abroad staff from IES Survey II. The following discourse will focus on 16 figures with 12 findings. Chapter 5 is organized first with a concise history of the two surveys in 5.2. Next, 5.3 the results and analysis of Survey I: IES Students and Alumni concerns the issues of student study abroad locations, language, major or minor concentration credits. Then in 5.4 Survey II: Academic Study Abroad Staff reports of undergraduate trends, language requirements, study abroad promotion and possible additions to IES programs. Chapter 5.5 concludes the results and analysis.

5.2 Background

The two surveys concentrated upon this thesis from IES Chicago are present and alumni questionnaire and study abroad coordinator questionnaire. The first constituted a survey sent out electronically to IES alumni students in early 2005 and the second to Study Abroad Staff from IES' Member and Associate Member Schools. I was given the permission to use this data when I was the IES summer intern. A general background about the two questionnaires will be first clarified.

5.3 Survey I: IES Students and Alumni

Chapter 5.3 will present Survey I with eight figures. Even though, 906 respondents replied to Survey I, please note response rates vary from inquiry to inquiry and one cannot differentiate the answers between the present students and alumni. These findings 1 through 5b are categorized into three sections: 5.3.1 Orientation, 5.3.2 Language and 5.3.3 Major or Minor Credits.

5.3.1 Orientation

Finding 1 and 2 bring attention as to when and where students studied abroad when they responded to the Survey I. This gives the reader a basic idea as to what state some students were in at the time of completing the surveys. IES promotes study abroad less to sophomores and even less to freshmen because of the age discrepancies of being under 18 in the U.S. Students are obliged to have the parents' consent for various activities. IES tries to target youth in their junior year who characterize the quality of personal development.

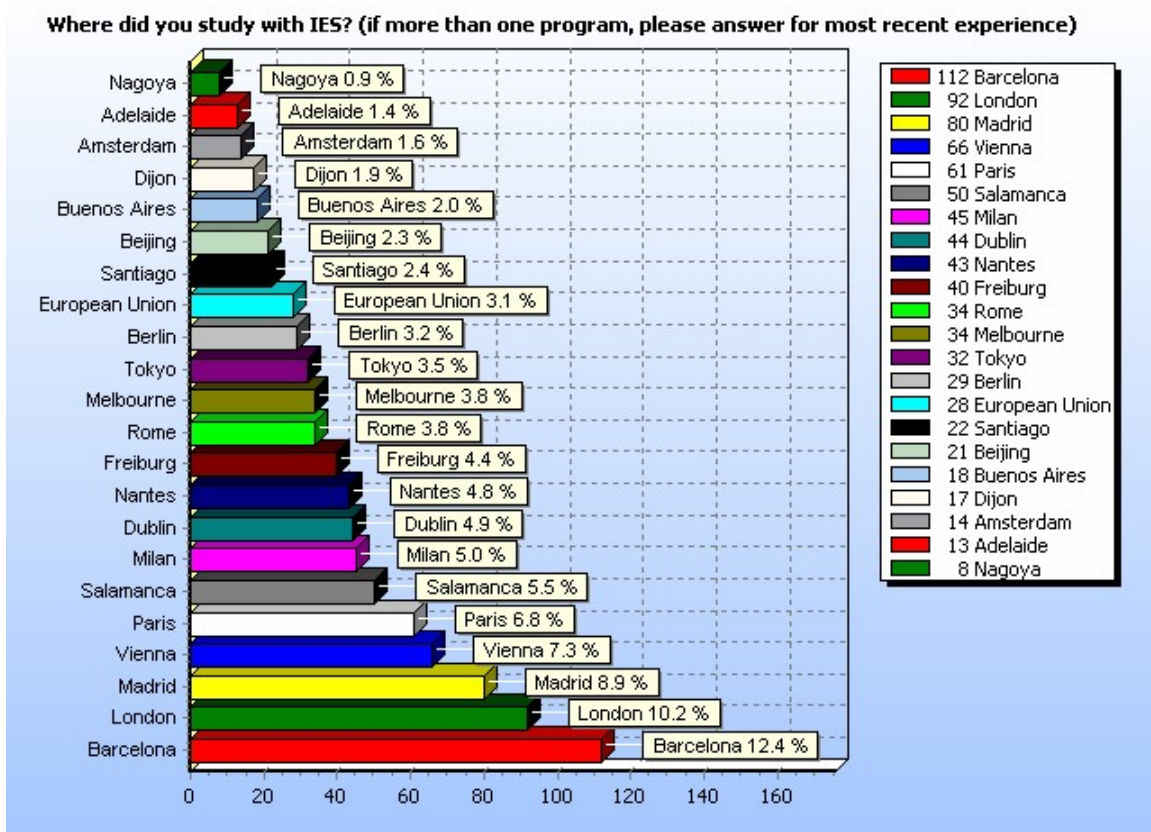


Figure 1. Cities where IES students and alumni studied abroad, finding 1.

The first finding indicates 903 Americans that studied abroad with IES. IES drives more than 4,500 Americans from U.S. colleges/universities study abroad yearly (Bowdoin College, 2005). This means that if one were to calculate the number of IES alumni over the years, one would end up with a very large population. One may sense skewness in finding 1 where a majority of respondents studied in Europe. In addition, most of these cities are where the standard of living is high, excluding Santiago, Beijing and Buenos Aires. This is not a coincidence because IES organizes more programs in the Western hemisphere of Europe.

Illustrated in Figure 1, most students studied in Barcelona with 112 (12.4%) respondents. One may speculate a reason for Barcelona's popularity is the beautiful weather in Barcelona. A city with a beach, Gaudi architecture, delightful meals and nightlife can entice young college/university students. These multiple cultural aspects outside the classroom are also essential for the students' individual development. The second reason is that the Barcelona program provides a one-semester possibility for business majors and courses can be carried out in English. Also, with courses held in English, one is not required to know Catalan, which is most likely not taught in colleges. Most colleges teach Spanish and therefore it may be of inconvenience to those who study in Barcelona. However, IES solves this problem by offering courses in English.

English speaking programs are popular for IES students because one does not need to have a foundation in a foreign language before arrival. English programs are of course available in native English cities such as, London, Dublin, Melbourne, and Adelaide, which comprise 183 (20.3%) respondents. One should be reminded that courses taught in English are the native language of almost all IES students. Constricted by the data available from Survey I, it is not feasible to find the exact reason why students studied in an English-speaking program. There could be three possible explanations as to why students choose an English-speaking program: one, students did not have a strong background in a foreign language to have taken classes in the native language of the country, two, the preference was to study in English and three, it was more linguistically and culturally convenient to be in an English speaking program in a foreign country.

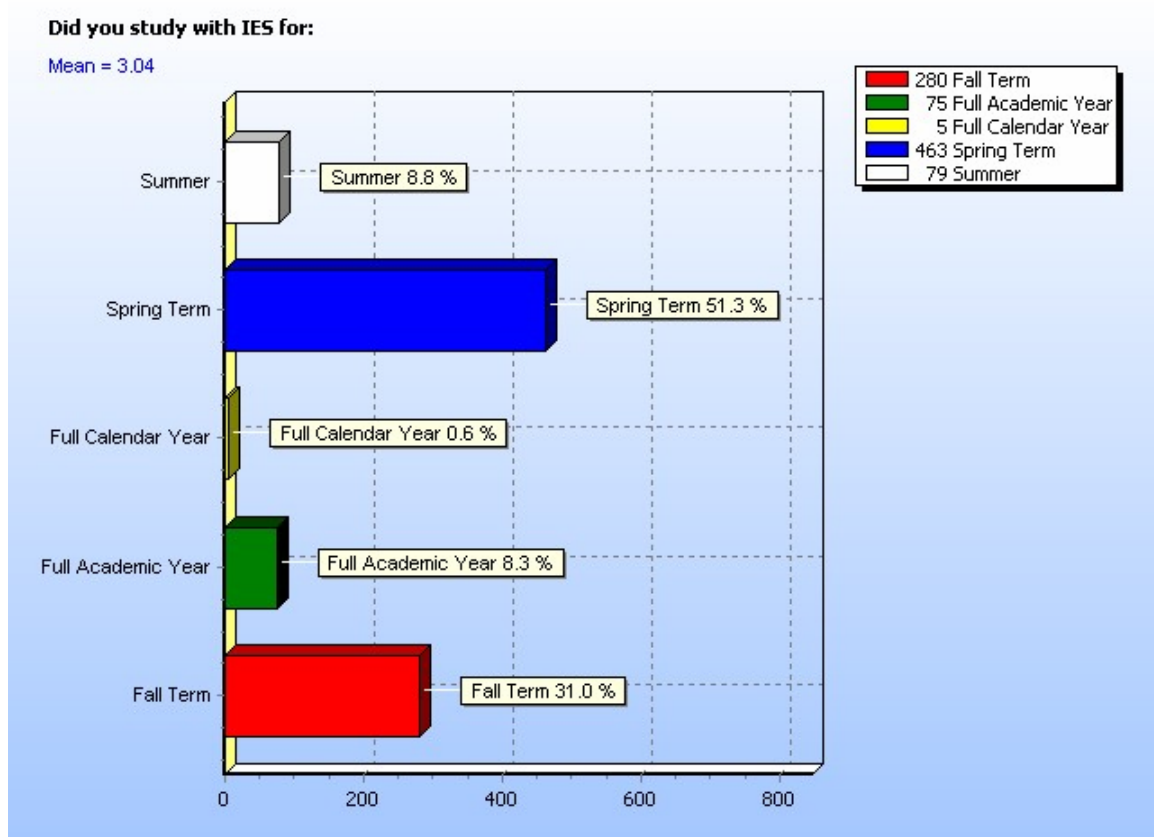


Figure 2. Term or year IES students and alumni studied abroad, finding 2.

Finding 2 identifies the length or term studied by 902 IES students and alumni, where the majority studied in the spring term. The second popular term was fall semester. This was a remarkable finding because according to Duke University (2006), the most popular term for college students to study abroad is fall. If one were to overlap finding 1 with finding 2, one deduces that the mainstream answer for Survey I were students that studied in Barcelona in the spring term. This may not be a surprise since an IES employee hinted that they had the most current e-mails from this cluster.

Another assessment regarding finding 2 is the unpopularity to study for a full calendar year 5 (0.6%) or an academic year 75 (8.3%). Even the summer term 79 (8.8%) is not favorable compared to the semester terms. There are two possible rationales for the unpopularity to study an extended period of time with IES one, the expense of IES for one semester is expensive where an average for spring 2006 semester costed \$14,970 (refer to Appendix B for detailed costs for spring 2006) and two, students have numerous problems with credit

transfer to their home institution if they have studied for a long period of time. Hence, studying with IES outside of spring and fall semesters is unpopular perhaps among students.

5.3.2 Language

This section revolves around four findings with respect to academic credit of language courses offered by IES and language grades distributed by IES. These findings are divided into two groupings: 3a, 3b, 4a and 4b.

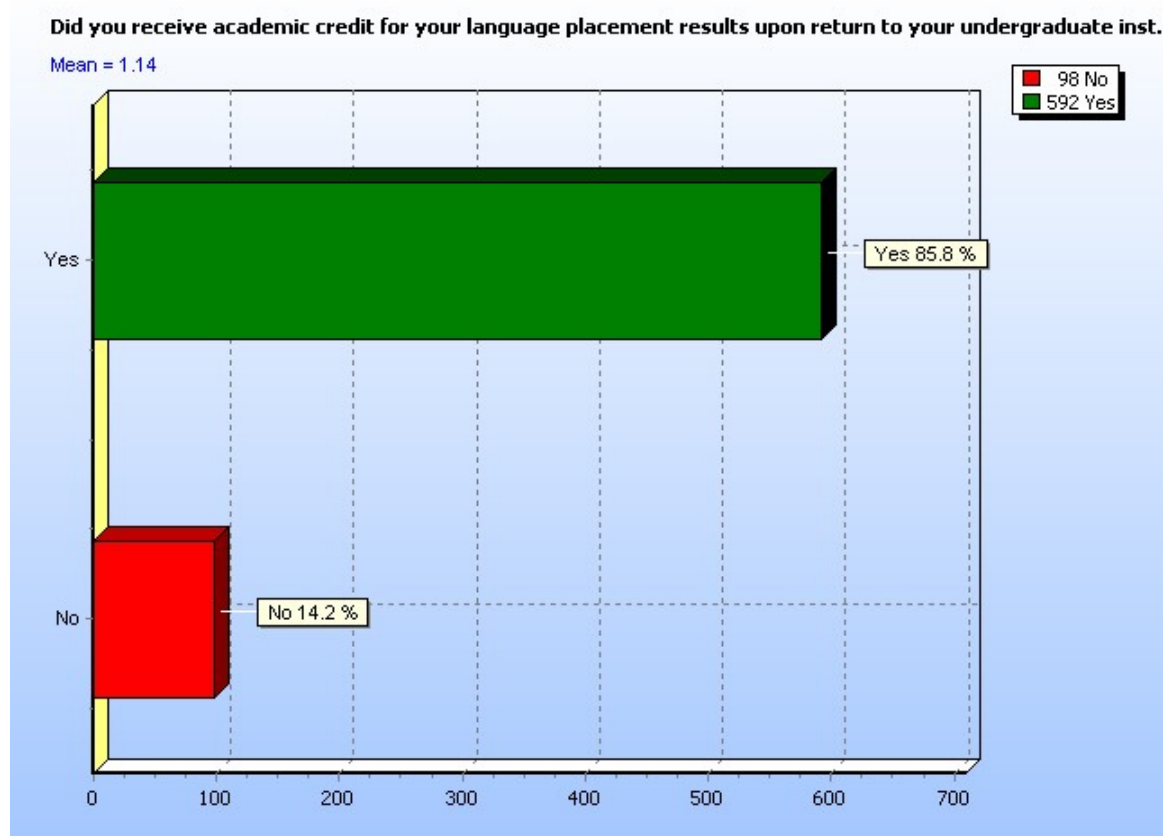


Figure 3. IES students receive academic credit for their language courses, finding 3a.

IES inquires in finding 3a whether one received academic credit for one's language placement, where 592 (85.8%) responded "yes", whereas only 98 (14.2%) replied "no." Those that answered "no" were asked an additional question, 3b for clarification because credit is an important factor. One is not able to determine why 216 students did not reply to finding 3a. IES could have proposed a third possibility, such as "did not attend language course" or "N/A" for not applicable. Perhaps one may assume that these 216 entities did not partake in a language course during their study abroad with IES. In any case, the significance of this question is to demonstrate that more than three quarters of IES students

enrolled in a language course that receives credit. IES approves and encourages students to learn or continue to learn a foreign language.

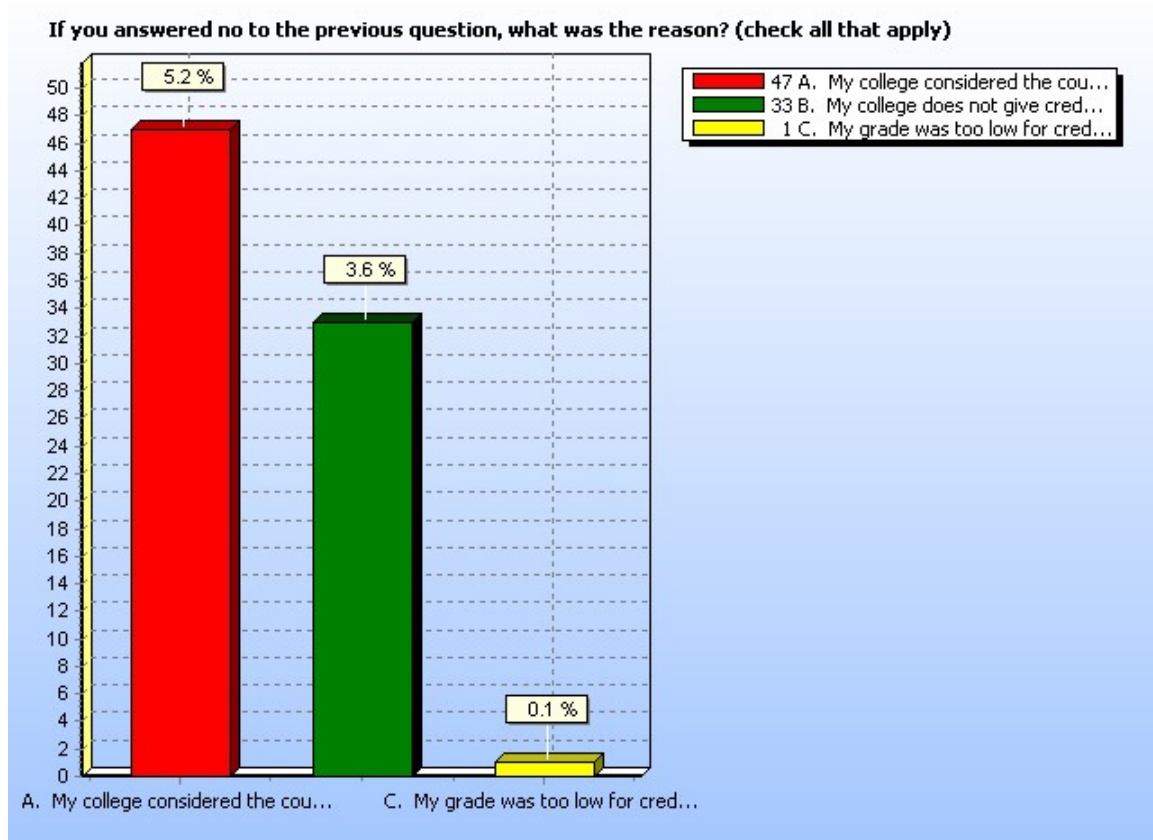


Figure 4. Reasons as to why students did not receive academic credit for their language course, finding 3b.

In finding 3b, students had a choice of three responses: “A. My college considered the course a repeat of a language course studied at home,” “B. My college does not give credit for language courses taken at the level of this course” and “C. My grade was too low for credit transfer.” One must scrutinize the fact that the 98 that responded “no” in finding 3a, should have answered in finding 3b. However, this was not the case and only 81 answered in finding 3b. One may perhaps question based on what specific criteria makes a course a repeat of a language course. How do professors judge and decide that a course is a repeat, when they were not teaching the course?

One might suggest that IES ought to raise their language standard, so that slightly more schools might not consider the course a repeat. A viable curricular predicament for students that answered “A” could have been that students were placed in a lower level course and had

troubles transferring out of the class. It was peculiar to witness that only a single person had a grade too low for credit. One may speculate that those 17 who did not respond in finding 3b, but replied in finding 3a could have also been in category “C.” One speculation as to why some did not reply in finding 3b could be that one was too embarrassed to choose “C” as an option or two, carelessness and skipped the question. If IES wishes to increase the number of their students to acquire credit during their study abroad, they would have to try to reduce the number of “A” responses. Conceivably IES could research and distinguish what courses institutions expect to be considered abroad so students can obtain credit. Those that answered “B” insinuate a difficult dilemma to unravel, but by knowing about one’s courses abroad before hand, and contact with academic faculty, one could secure credits upon one’s return.

Finding 3a and 3b cope with whether students received language credit during their study abroad and if they did, then how many course credits. A vital aspect of being able to study abroad is that academic credit transfer for students’ phrase abroad. Transfer of credit is always a difficult issue to deal with upon one’s return from study abroad. Multiple trips to the admissions office or to the language department are often compulsory. One might have to hand in course work descriptions, exams, grades and class notes from abroad for credit approval. It is probably more of an American culture of finishing school on time within the four-year period because of financial pressure and time. This is what I observed as the norm, during my three years studying in Western and Northern Europe. At times, an inconvenience where students are obligated to remain an extra semester at the home institution may arise because of lack of credits. This is not an option many students like to take because of wasted time and fees at the home institution, which can be expensive for a single semester enrollment. IES tries to minimize problems with credit transferring by advertising in their catalog for the possibility of a paid transcript through the University of Minnesota, if IES transcripts are not valid. Hence, this solution assists many of their students.

One crucial conundrum within Survey I are the language course grades given to students over three-semesters. Through the evaluation of finding 4a and 4b, which represent first semester and third semester students were progressively attaining higher grades.

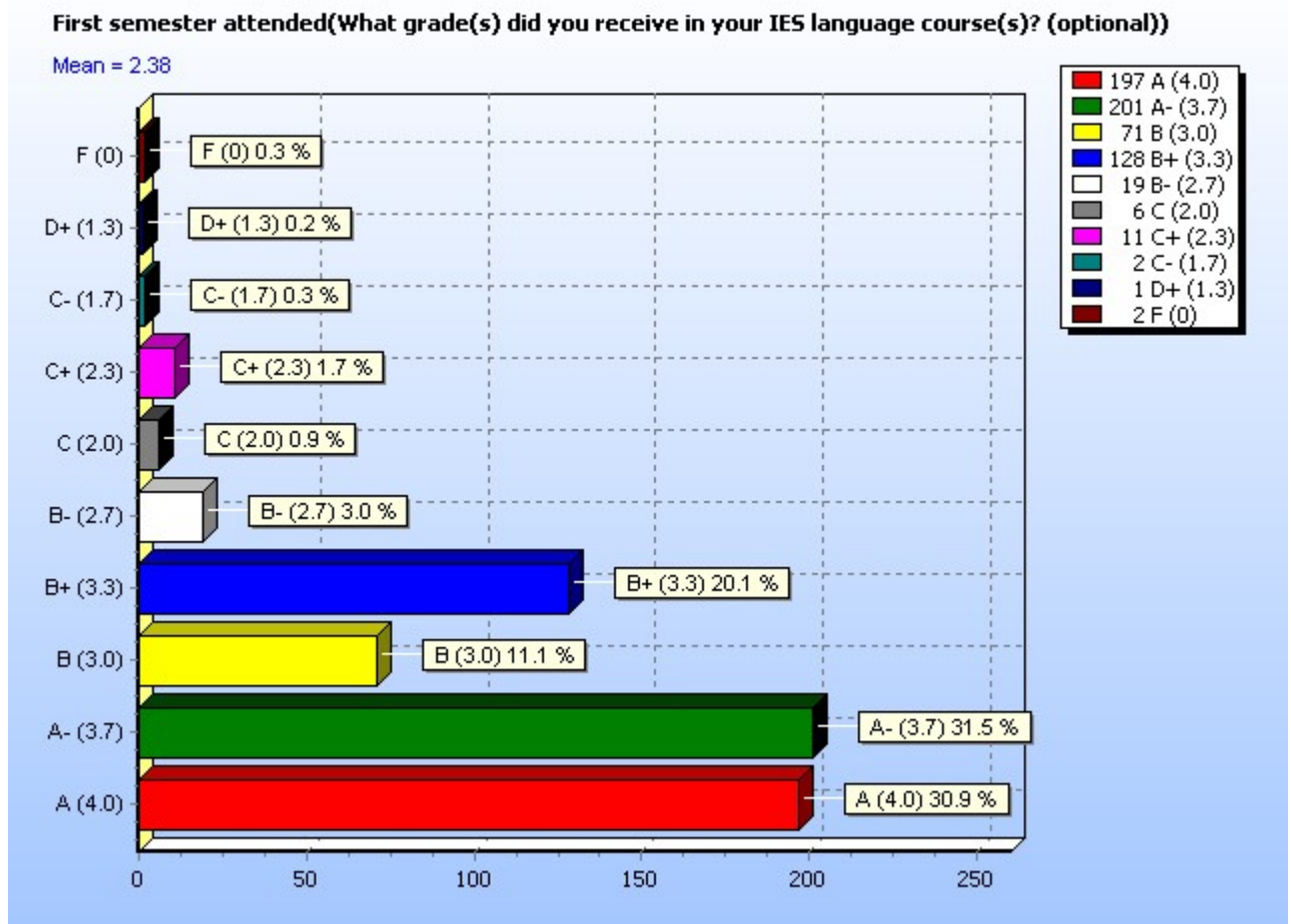


Figure 5. First semester IES language grades, finding 4a.

Finding 4a illustrates a large percent of As and Bs in the first semester. If one adds the grades A and B together a total of 616 (97%) received As or Bs. In contrast to semester one, the third semester in Figure 6 depicted 100% of the students with As and Bs. One should recall that very few IES students study over an interlude of three semesters since three semesters is equivalent to a year and a half of the studies. This is three times more than the most popular study. Thus, an exclusive 10 students were calculated in finding 4b.

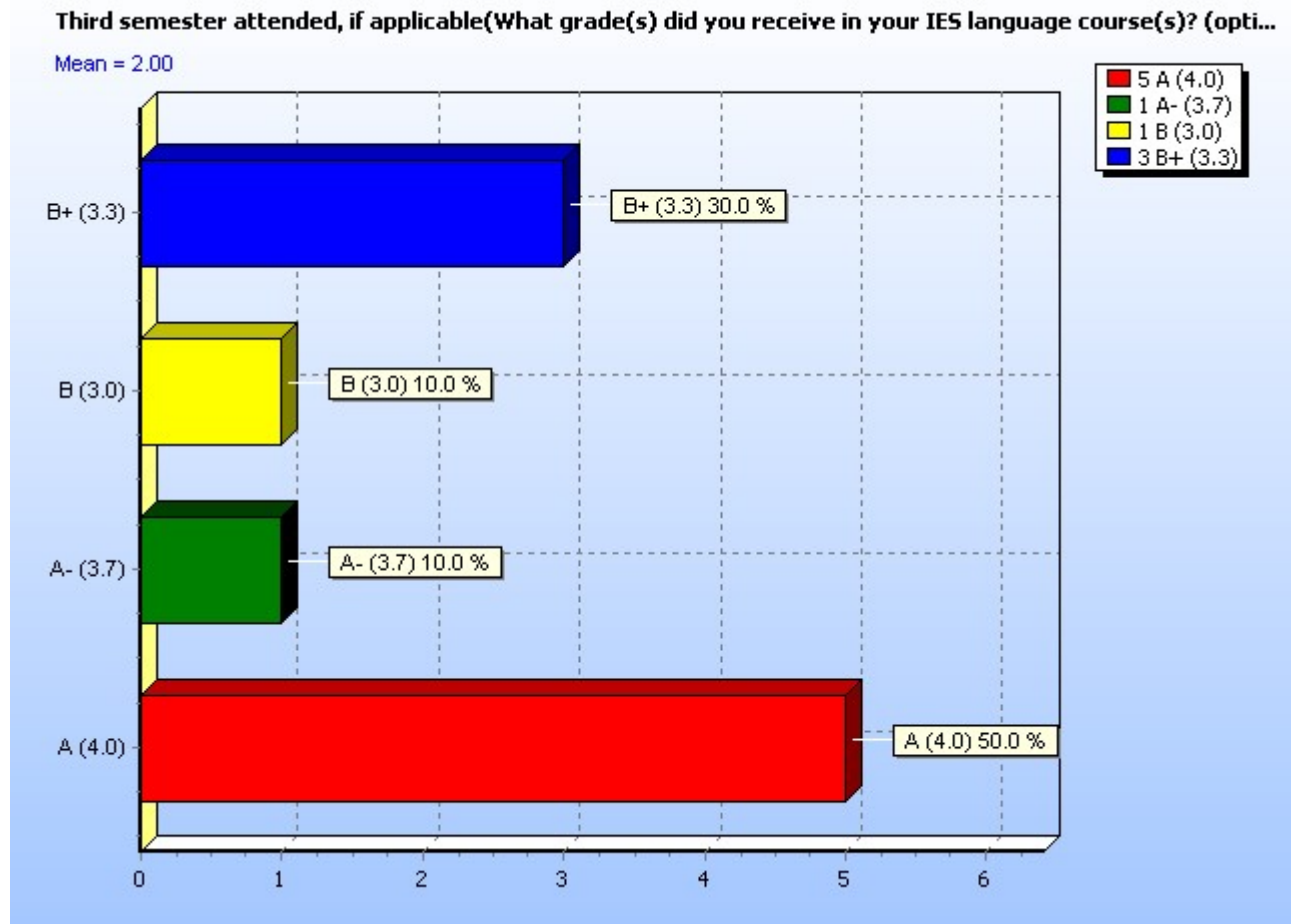


Figure 6. Third semester IES language grades, finding 4b.

It seems highly doubtful that so many students can achieve such high letter grades. One may query how could 97% of the students obtain a letter grade of A or B, which is the bulk? One may deduce four possible justifications for such one-sided scores. They are: one, the students that are bright tend to study abroad for three semesters, two, one can be skeptical and claim that teachers are giving out easy grades as to students who study extended semesters, three, students lied and did not want to provide their grades in a questionnaire and four, if alumni answered this question, perhaps they did not remember their grades. One must be careful when generalizing with finding 4b because of the low validity with only 10 respondents.

The high average of As and Bs may be prone as a negative aspect. Students are probably very content with such outstanding letter grades, but it is not a positive perspective for IES to acquire a reputation for distributing easier grades than the home institutions. This comes down to the problem of standardization and the reason as to why certain schools do not

award credit for specific courses or do not recognize certain grades. IES as a study abroad institution tries to solve this problem by fulfilling their Member and Associate Member Schools' requests or demands and having close contact with higher education staff.

5.3.3 Major or Minor Credits

Findings 5a and 5b relate to specialization credit relevant during a student's study abroad. Finding 5a interrogates whether students took courses in their major concentration or minor field of study during their study abroad. In the U.S., a bachelor in liberal arts entails four years where the junior and senior years are spent fulfilling one's major. Through these four years 120 credits should be acquired, such that one class is often three credits, where class time is 3 times 1 hour or 2 times 1.5 hours per week. A minor usually requires a sum of 18 credits⁹. When one studies abroad, one can achieve credit in one's major, minor or electives. Naturally, credit variability appears from one higher education to another.

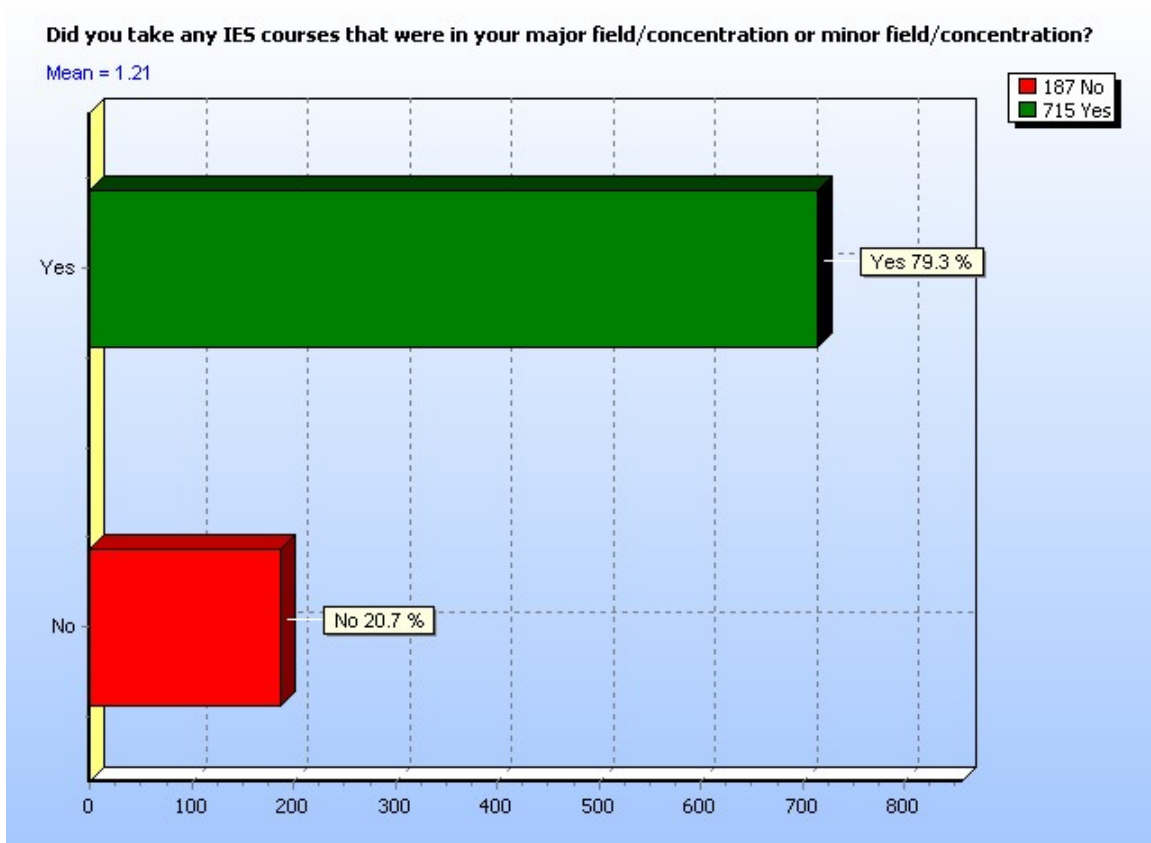


Figure 7. Students that took IES courses in their major or minor field, finding 5a.

⁹ This is one way the academic credit system functions. There are other credit systems available, which are utilized by colleges and universities.

Finding 5a polled if students engaged in courses in their major or minor field. IES provides formal learning courses where about 80% enrolled in classes related to one's major or minor field. One cannot be absolutely sure whether these students received credit for these courses taken in one's major or minor field. One can inquire if most students received credit for these major or minor courses since IES has such a large network of Member and Associate Member Schools and as a result a likelihood of credit transferability. The other group of 187 (20.7%) students might have enrolled in general or elective courses which also apply as credits towards graduation.

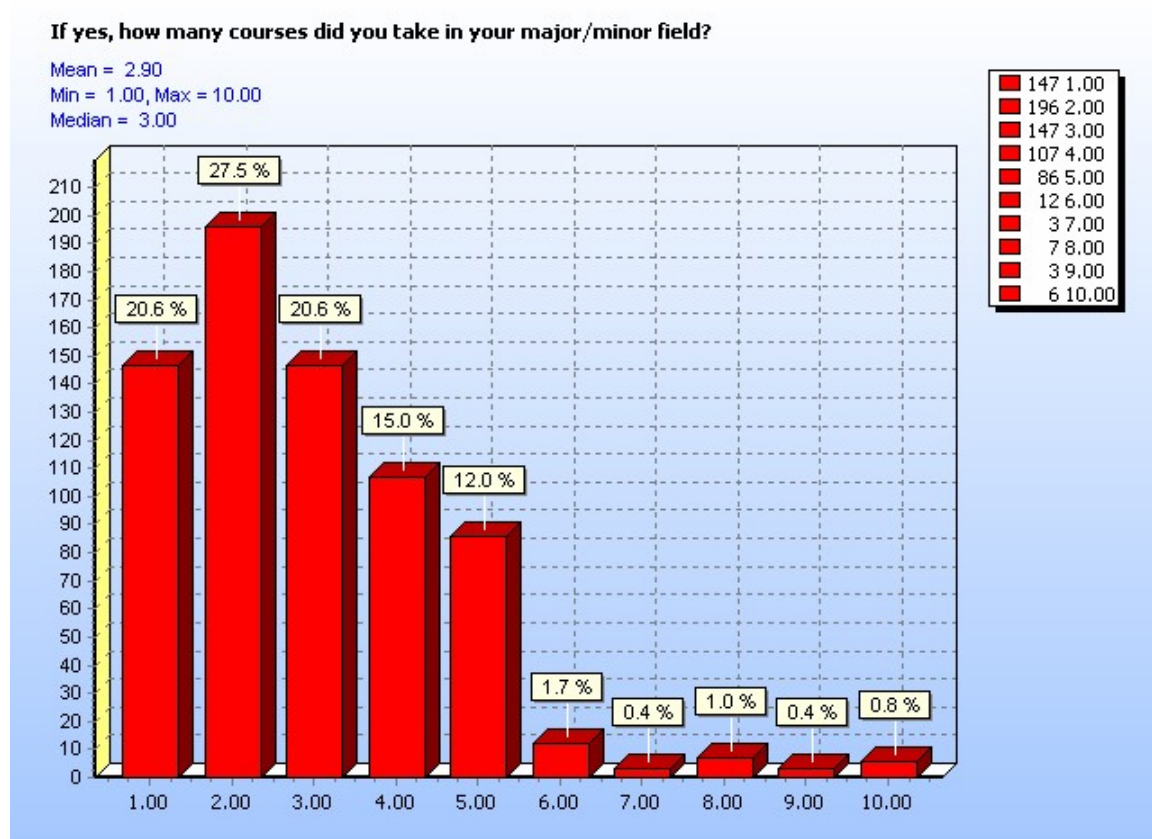


Figure 8. Amount of courses students took in their major or minor field abroad, finding 5b.

Conveyed in finding 5b, most students registered an average of 2.9 courses with IES. Three courses is the equivalent to nine credits. Often one must enroll a minimum of 12 credits to obtain financial aid and be a full-time student. One should recall that within finding 5b some students spent more than a semester abroad. They comprise students that studied either the full academic year or the full calendar year. Given that, outliers are depicted with six students who enrolled in 10 classes. It is astounding to witness that some students are

taking a full course load for more than two semesters. One may speculate that since the courses were all in one's major or minor, the students were in a customized year program or were language majors fulfilling their requirements. Overall, students are only registering for a few classes within their major or minor because the average courses taken in a normal semester is about four to five classes or about 12 to 15 American college credits.

5.4 Survey II: Academic Study Abroad Staff

Chapter 5.4 illuminates Survey II with eight figures expressed as findings 6 through 12. They are sectioned into four categories: 5.4.1 Undergraduate Trends, 5.4.2 Language Requirements, 5.4.3. Promotion of Study Abroad and 5.4.4 Potential Additions to IES Programs.

5.4.1 Undergraduate Trends

Finding 6 reflects upon the three most important undergraduate curricular trends at American institutions from the IES Member or Associate Member Schools. The first most common answer was "increased focus on international education," with 37 (66%) respondents, next was "interdisciplinary majors" with 25 (45%) and third "increased use of technology" with 22 (39%). None of the three movements are surprising responses due to the powerful phenomena of globalization that plays an active role in higher education as stated in chapter 2. Ulrich Beck, a Professor of Sociology at the University of Munich, reiterates that with globalization's purpose 'Money, technologies, commodities, information and toxins "cross" frontiers as if they did not exist' (2000: 20).

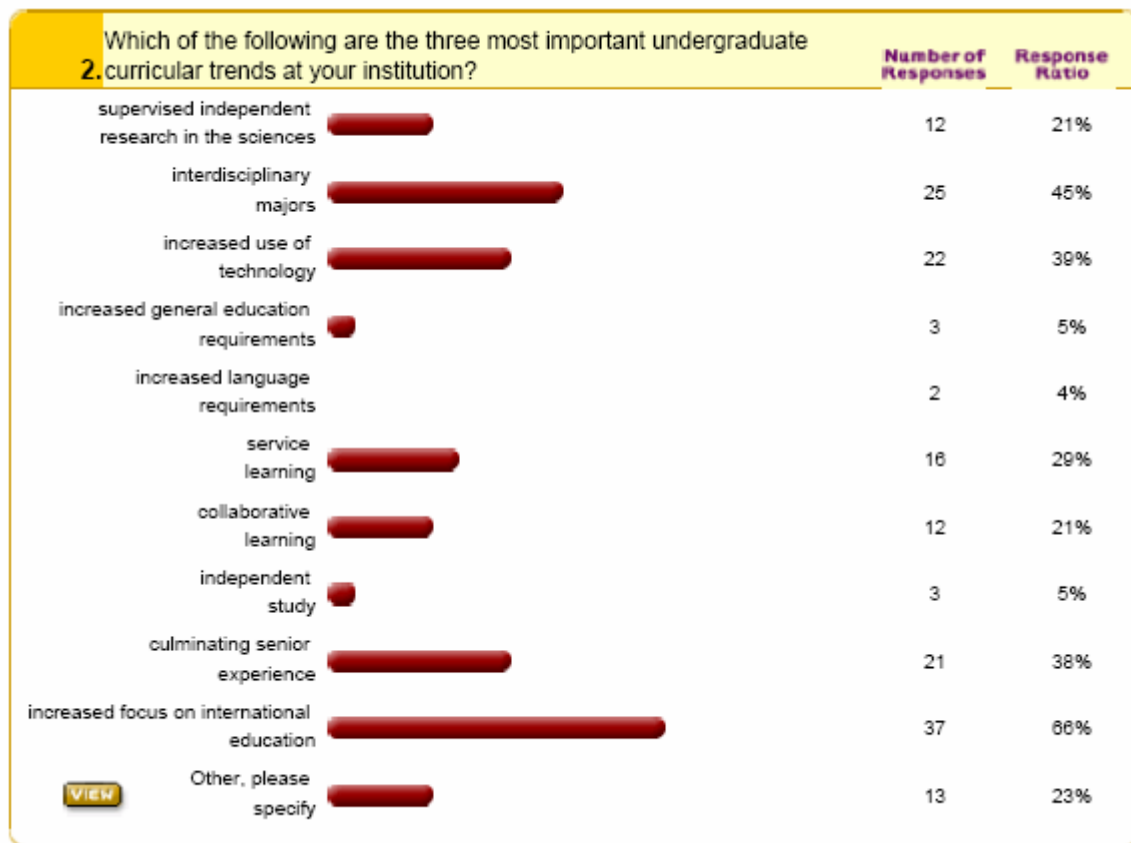


Figure 9. Three most important undergraduate curricular trends at institutions, finding 6.

Here, I will give reasons as to why these three answers seem consistent considering globalization. The remark of academic staff to consider an “increased focus on international education” is not a surprise trend when a mounting number of students are exposed to new cultures and languages in and outside of school. In this time and age, one can absorb international information readily through media. Moreover, the second trend “interdisciplinary majors” ripens with globalization where many courses seem to be divided up into units, courses are only stressed in a general manner and that classes correspond to a variety of disciplines. One view of this occurrence is the financial advantage because students can now register for classes online that could be carried out in many majors and/or minors. To understand the general idea appears as a popular movement, especially since the 21st century or the information technology development where populations in developing nations are obliged to have fertile knowledge of limitless items. Consequently many decide to study. In other words, mass education is taking a grand hurdle in study abroad and higher education institutions must provide to an expanding number of pupils. Thus, interdisciplinary studies are a tactful technique of providing more education for the society.

The third trend of “increased technology” is obviously an affair in the global world where communications through multiple mediums are available at one’s fingertips. This is not only tendered to youth using technology but, as well as the older generation such as professors that need to adapt quickly so that they do not get left behind in the high-tech and risk taking society. The IT world is a swim or drown situation where people with lack of technology have to deal with the consequences. For example, the avoidance of e-mail usage cuts off rapid non-real time contact to the international world. Pertaining to Survey I and an interpretation as to why so few responded is that students might have lacked Internet access and then could not respond to the electronic questionnaires. Possibly several students only had Internet access at cafés.

5.4.2 Language Requirement

The next three findings 7, 8a and 8b convey the foreign language requirements in higher education. First, it interrogates the requirement for admissions, next the requisites for graduation and third, specifically which colleges demand a one-year foreign language minimum. One respondent did not reply to findings 7 and 8a, so it is representative of 56 instead of the total 57 respondents.

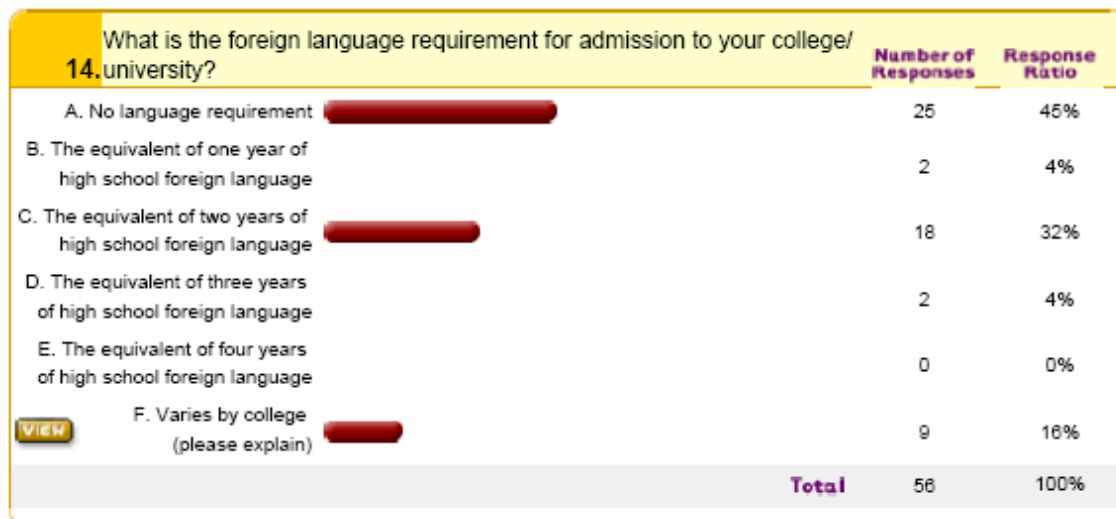


Figure 10. Foreign language requirement for admission to one’s college/university, finding 7.

Finding 7 poses study abroad staff the foreign language requirement for admission to one’s college/university. It launched a surprising result where 25 (45%) staff answered “A. No

language requirement.” This denotes that almost half of the IES Member and Associate Member Schools that completed Survey II entail no language prerequisite for admissions. This outcome can be seen low for mostly private and competitive American colleges/universities where tuition expenditures are on the high-end. Then again, perhaps, even if colleges/universities’ admissions do not require foreign language, they might lean to accepting only students who have taken foreign language in high school. The second prominent prerequisite was 18 (32%), “the equivalent of two years of high school foreign language”. This response surfaces as a more reasonable response for private colleges/universities where higher standards are enforced. With a requirement of two years in high school, it qualifies students to continue language studies at the college level. Simultaneously it facilitates study abroad in a non-English speaking country. Nine (16%) felt that it “F. Varies by college.” When probing the specific explanations under “please explain,” most remarks demonstrated that schools had various requirements within disciplinary departments.

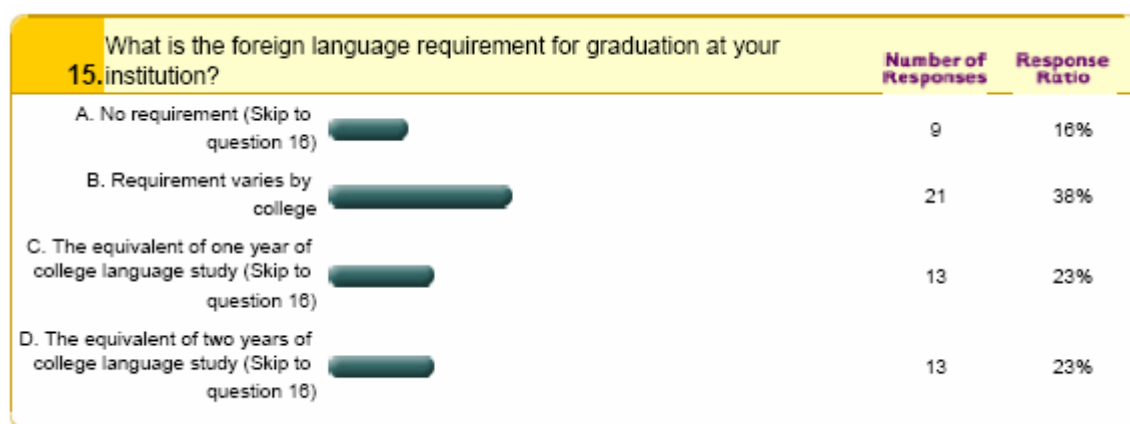


Figure 11. Foreign language requirement for graduation at one’s institution, finding 8a.

On the same note of foreign language requirements, finding 8a inquired: “What is the foreign language requirement for graduation at your institution?” The largest feedback with 21 (38%) selected “B. Requirements varied by college.” The second popular reply was tied with 13 (23%) respondents: “C. The equivalent of one year of college language study” and “D. The equivalent of two years of college language study.” Again only 56 responded to this question. Finding 8a attempts to confirm how it hinges upon the college because if one studies in the sciences, it would be less likely to enforce mandatory language courses for graduation. It seems logical that it differs from one study to another, although since most of

these schools in the survey are liberal arts institutions they ought to abide by some sort of language standard for graduation. It might be helpful if one were to add the answers C and D together to get a more general perspective. This would mean that 26 (46%) require an equivalent of one or two years of college language study for graduation. Perhaps if a higher linguistic benchmark were arranged, more students would be capable of registering abroad in a foreign language.

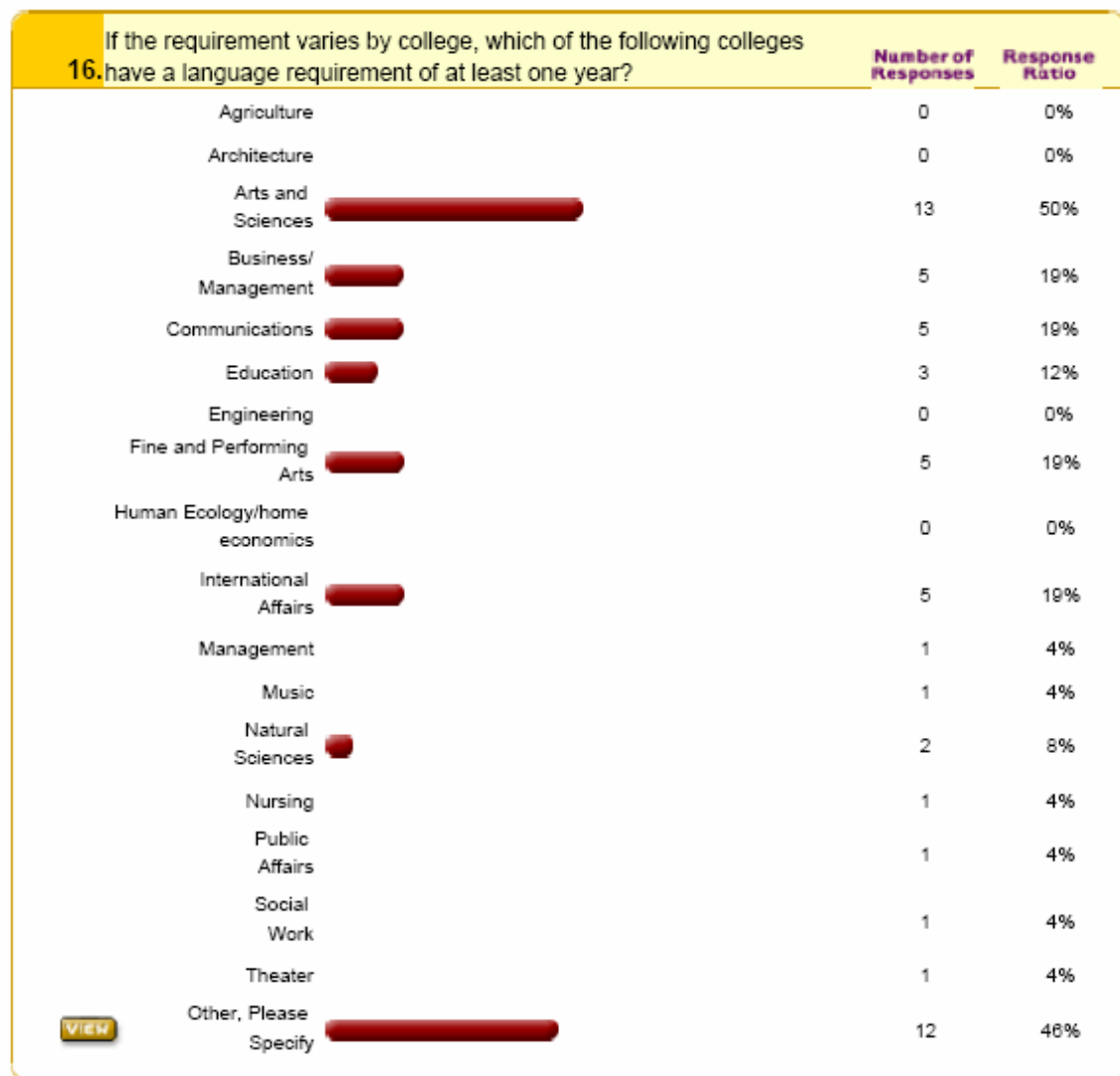


Figure 12. Colleges that have a language requirement of at least one year, finding 8b.

Finding 8b is an additional question for those who answered D in finding 8a. It inquired: “If the requirement varies by college, which of the following colleges have a language requirement of at least one year?” About half of the colleges of arts and sciences tend to have a language requirement of at least one year. Thus, the arts and sciences seem to be an optimistic target group if IES would like to promote courses in the native language of the

foreign country. Those that selected “other, please specify,” 12 (46%), comprised of more than half the answers “liberal arts,” “all majors,” and “all departments” which imposed at least one year of language.

A dilemma with finding 8b is that the responses are not mutually exclusive. If one reads the alphabetical list of colleges, one notices “Arts and Sciences,” which incorporate other subjects such as agriculture, engineering, fine and performing arts, music, natural sciences, nursing and theater. This could cause a contamination to this collected data. If one were to focus on a hypothetical situation and eliminate “Arts and Sciences,” one would find a high number of replies in colleges pertinent to the three most important undergraduate curricular trends cited in finding 6. For example, “International Affairs” is relevant to the first trend, “Communications” corresponds to the second trend and the third trend is highly prevalent in all colleges. As reflected upon before and reinforced by finding 8b, the formal learning aspect in the natural science and engineering support little demand concerning language requirements in colleges/universities.

5.4.3 Promotion of Study Abroad Programs

Chapter 5.4.3 presents three findings 9, 10, 11 about study abroad promotion within the admissions offices and various departments. Finding 11 is an alternative sort of survey question compared to the previous types. The respondents rank statements on a scale from 1 to 5, ranging from “strongly disagree” to “strongly agree.” This sort of design is also implemented in the last finding, but with an “undesirable” to “very desirable” scale. Utilizing the scale of 1 to 5, one may add the nominal values of “4” and “5” together to get an overall sentiment of “agreement” or “desirability” for findings 11 and 12.

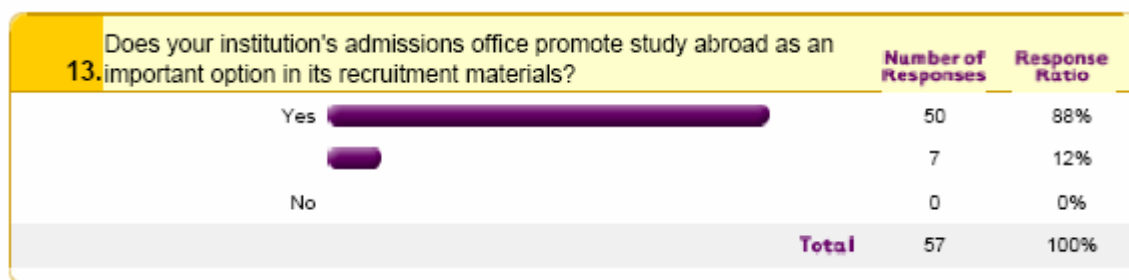


Figure 13. Institution’s admissions offices promote study abroad as an important option in its recruitment materials, finding 9.

Finding 9 queried whether admissions offices promote study abroad as an important option in its recruitment materials and all staff agreed “yes.” When international education is the key tendency a propos to finding 6, it is not a shock that all study abroad staff claimed “yes” to finding 9. It additionally complements the fact that international education is an important phenomenon of recruitment among undergraduates at American colleges and universities and not only IES. International education is an ingredient of study abroad. Often, school admissions office advertise study abroad on campus with ads, posters, brochures and on their websites. In this way, this risk taking decision of studying in a remote land is tempting and therefore attracts students to certain colleges/universities.

Finding 9 is relevant because it proves that higher education endorses study abroad and determines it significant to publicize to potential undergraduates. If foundations are attempting their best to tender an occasion overseas, hopefully more students will take benefit of learning abroad. Although, finding 9 reveals that every single admissions office promote study abroad in this data, unfortunately there is a shortage of opportunities or misinformation to students. I am not sure why more students are not traveling overseas. Maybe admission offices are not promoting study abroad efficiently or students have complications with missing a semester at home. I have encountered students who did not study abroad and they felt that they were misinformed about this positive opportunity to study abroad.

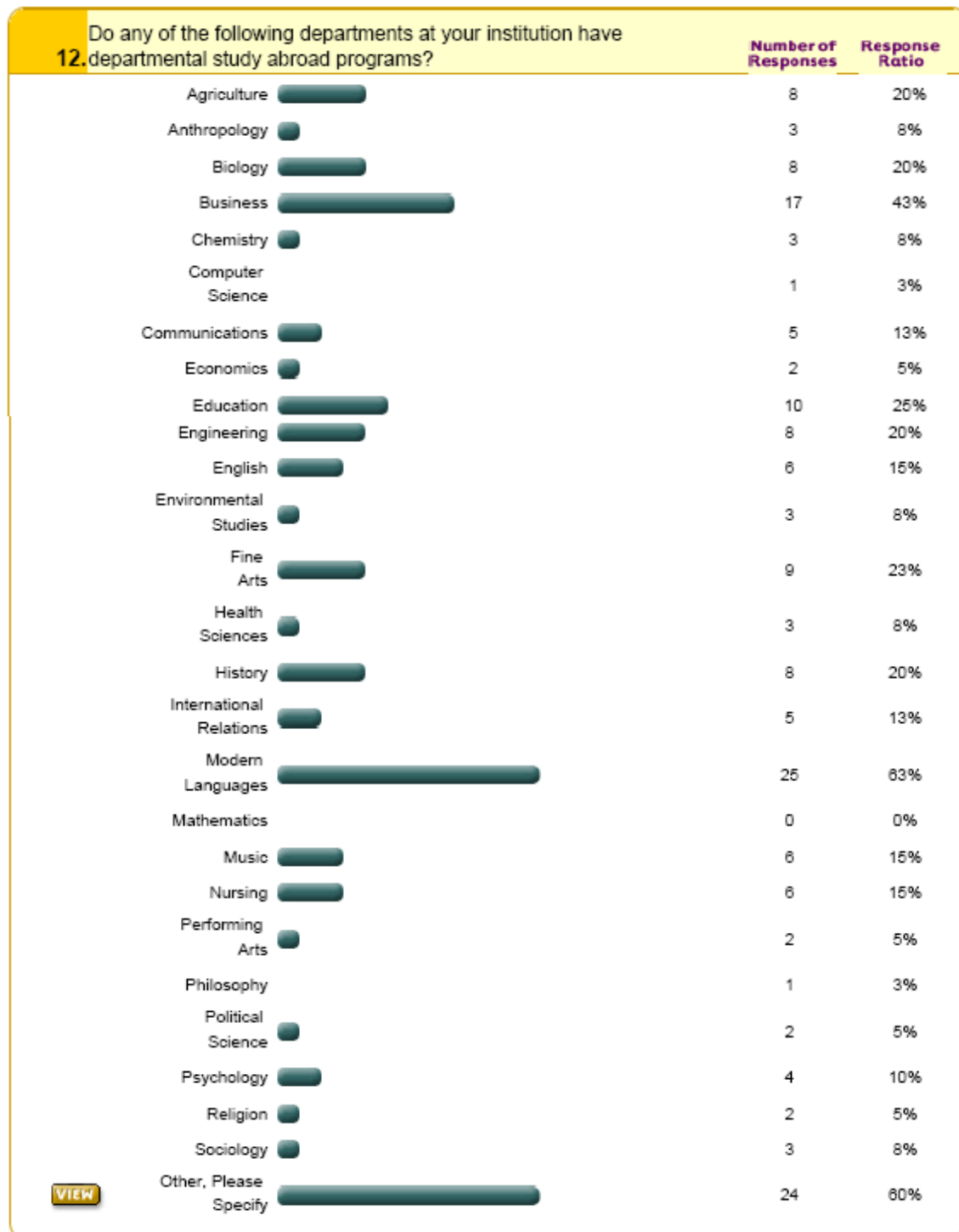


Figure 14. Departments that have departmental study abroad programs, finding 10.

Finding 10 is interconnected with finding 9 because here the specific departments that have study abroad programs are identified which the admissions office helps to promote when they recruit students. Knowing that the “Arts and Sciences” college has at least a mandatory year of language, according to finding 8b, it is not a wonder that studies affiliated to the “Arts and Sciences” already promote study abroad programs. These would incorporate

departments such as agriculture, biology, education, engineering, fine arts and modern languages.

Students who study abroad through their departments are exposed to a different language and culture other than American language or culture, like IES students. If one wants to be submerged in a language the best way is to live in the country of that language. One can absorb not only the language at a faster pace, but can make sense of customs and oral expressions. These study abroad programs aid young adults to develop themselves by classroom learning and problem solving abroad.

Departments that have little or no study abroad programs are: “Mathematics,” “Computer Science” and “Philosophy.” These three ought to be IES’ target group if they want to expand because they need it the most. Since they seem specialized studies, perhaps customized programs are more effective. An example from my personal experience relating to a customized program is when I was backpacking through Europe; I was on a night train with American architect majors. They told me that they were traveling Europe from city to city to see famous architecture. The small group had a class during the day and then in the evenings was traveling on night trains to another city to analyze more architecture. At that time, I thought it was such a fantastic way schools had programs that could educate subject material and culture so distinctly.

Please note your agreement with the following statements on a scale of 1 to 5 where 1 is 5.strongly disagree and 5 is strongly agree:					
<i>The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option</i>	1 strongly disagree	2	3 neutral	4	5 strongly agree
1. Study abroad is a good way for students to complete general education requirements.	2% 1	5% 3	16% 9	39% 22	39% 22
2. Study abroad is a good place for students to take elective courses.	0% 0	0% 0	9% 5	25% 14	67% 38
3. The primary academic purpose of study abroad in a non-English speaking country is foreign language proficiency.	5% 3	18% 10	48% 26	27% 15	4% 2
4. Students can achieve the greatest benefit in their major fields by studying abroad in an English speaking environment.	20% 11	38% 21	39% 22	4% 2	0% 0
5. Study abroad is a good way for students to take courses related to their majors.	0% 0	0% 0	18% 10	39% 22	43% 24

Figure 15. Statements of agreement on a scale of 1 to 5 about study abroad, finding 11.

Finding 11 encloses statements 1 through 5 based on a scale regarding the purpose of study abroad for students. If one were to place the top three statements that study abroad staff “agree” and “strongly agree,” they are: “2. Study abroad is a good place for students to take elective courses” (92%), “5. Study abroad is a good way for students to take courses related to their majors” (82%) and “1. Study abroad is a good way for students to take complete general education requirements” (78%). This suggests that, according to study abroad staff, elective courses ought to be overall promoted for students when they study abroad.

Since all three responses were overall high-ranking, maybe ultimately there is no single answer to conclude the purpose of study abroad, other than one should take courses to facilitate graduation. Concurrently electives, majors and general courses imply formal learning to one’s study abroad. For instance, if one signs up in either three courses overseas, one benefits from the same fact as in the U.S., but in addition, one gains from the cultural application. On the other hand, an elective course non-related to one’s major could open a student’s mind to a new field of study or interest. It offers the possibility to try something out of the ordinary or something that was unavailable at one’s home institution. IES should think thoroughly which type of courses it could provide and in tandem keep their Member and Associate Member Schools along with IES students contently satisfied.

5.4.4 Potential Additions to IES Programs

Finding 12 is the last finding, which consists of 11 statements, however only seven shall be brought to attention in this chapter 5.4.4. These seven statements are potential additions to IES programs and relate to: 1 (honors courses), 5 and 6 (interdisciplinary, diversity and multiculturalism courses), 7 (intermediate level language courses) and 9 through 11 (need for more research).

Please rate the following potential additions to IES programs on a scale of 1 to 5 where 1 is undesirable and 5 is very desirable.					
The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option	1	2	3	4	5
	undesirable		neutral		very desirable
1. Additional honors courses or tracks	2% 1	9% 5	39% 22	16% 9	34% 19
2. More community based learning	2% 1	4% 2	35% 20	37% 21	23% 13
3. More group projects	5% 3	16% 9	63% 36	14% 8	2% 1
4. Increased technologically based instruction	11% 6	16% 9	58% 33	14% 8	2% 1
5. More interdisciplinary courses	0% 0	2% 1	56% 32	37% 21	5% 3
6. Additional courses related to diversity and multi-culturalism	0% 0	4% 2	46% 26	38% 22	12% 7
7. Additional courses taught in other languages for intermediate level language students	0% 0	5% 3	27% 15	48% 26	21% 12
8. More courses directed at sophomores	18% 10	30% 17	23% 13	25% 14	5% 3
9. More supervised research in the natural sciences	2% 1	14% 8	21% 12	44% 25	19% 11
10. More supervised research in the social sciences	0% 0	11% 6	21% 12	54% 30	14% 8
11. More research seminars	0% 0	7% 4	35% 19	36% 20	22% 12

Figure 16. Ratings on a scale of 1 to 5 of potential additions to IES programs, finding 12.

Statement 1. Additional honors courses or tracks

I personally feel that the implementation and promotion of honors courses is a very American approach to learning. Those that are talented and need greater challenges are given this opportunity to shine. Respondents of 28 (50%) concluded it “desirable” or “very desirable.” It is not a surprise that such a competitive exchange institution would adapt to customize towards gifted youth. Perhaps these honors courses will guarantee greater transferability to one’s home institution because these courses’ standards will be elevated than the customary courses practiced at the college/university or IES. This is something that may take off and be utilized more and more by other various study abroad institutions because American colleges/universities tend to be highly competitive. With honors courses in full stride, one may uncover one’s study abroad experience to be rigorous classroom learning. This may correspond to the desires of what colleges/universities expect from study abroad in contrast to an easy semester overseas.

Statements 5-6. More interdisciplinary, diversity and multiculturalism courses

In such an ever-changing dynamic era of globalization, courses of interdisciplinary, diversity and multiculturalism should absolutely be examined for implementation. Additional interdisciplinary courses correspond to finding 6 where interdisciplinary majors were one of the most important trends in higher education. Subject matters of diversity and multiculturalism are powerfully prevalent with one's experience in a foreign country. Therefore, they are fundamental modules for students who are studying abroad.

Statement 7. Additional courses taught in other languages for intermediate level language students

This statement had the second highest number of desirability when compared to all potential IES additions in finding 12. According to finding 8b, which unveiled a minimum of one year of language studies for graduation, would then represent a good portion of students capable of intermediate language instruction abroad. Perhaps this additional course of intermediate language can be linked to statement 1 where students ought to be provided with the option of excelling and adapting rapidly linguistically.

Statements 9-11. More supervised research in the natural and social sciences and more research seminars

With study abroad becoming trendy and the prevalence of mass education, specialized research also demands support. This embraces specifically those who study the sciences. These research opportunities for science undergraduates are for them to have a chance to study abroad during their bachelor degree and to finish within four years. Supervised research or research seminars can be a solution to those students who are in departments that are not promoting study abroad. As mentioned in finding 10, students of mathematics, computer science and philosophy, can take advantage of research abroad and to receive credit.

5.5 Summary

Chapter 5 sums up 12 explicit findings discovered in IES Survey I: IES Students and Alumni and Survey II: Academic Study Abroad Staff, which offer an equilibrium of perspectives. Survey I first supplied a broad overview of the IES students and alumni as to the location

and time period they studied abroad. Next, in finding 3a, it determined that, 690 (76%) students, a large majority enrolls in a language course whether they receive credit or no credit. Although an overall number of students receive academic language credit for their courses. A surprising finding in 4a and 4b showed a correlation between students receiving better grades the longer one studied with IES. Thirdly it confirms IES students overall take courses in their major or minor field of studies. Survey II first discovered the top three trends in higher education to be: increased focus on international education, interdisciplinary majors and the use of more technology. Next, the language requirements for colleges were quite low, where 45% had no language requirement and only 46% required one or two years to graduate. The arts and sciences tended to have the highest language requirement compared to other departments. Thirdly, the admissions offices fully support the promotion of study abroad. However, the departments of mathematics, computer science and philosophy have the least departmental study abroad programs and therefore promote study abroad the least. When students study abroad, according to the study abroad staff, it is best to take elective courses than courses related to their majors and then finally general education requirements. And lastly, it showed that more research would be favorable as an addition to IES programs. Nevertheless, honors courses could be a growing possibility for IES.

6. Discussion: $(1a + 1b) = 3$

6.1 Introduction

In this segment, the crux of this chapter is to truly describe what IES provides to their students. A combination of formal and informal learning forms a new student identity. The algebraic metaphor was initially cited in chapter 1, the introduction. In this section details of this mathematical components of $(1a + 1b) = 3$ will be explained. First, a presentation of formal and informal learning will be specified. Next present theories and the linkage between present theories and IES shall be discussed. Then this will lead to the identification of the new student identity. Finally my personal experiences with identity and informal learning shall be recounted.

6.2 Formal and Informal Roles of International Exchange Programs

IES takes on two roles, a formal and an informal, while creating a cultural identity for students. The primary role is to provide a formal learning or planned education program where students take structured lessons during their study abroad. A description of their formal role will be explained within the language courses and curriculum. IES' secondary role, an informal learning, endows students with an experience they will never forget during their time overseas. This includes all the frustrations and joys of acclimatization and friendships ripened abroad, which are polished informally outside of the classroom where experiences are non-regulated and non-supervised. Regarding the planned education program, students often receive language and general courses that transfer as academic credit. Also available at times are more specific courses for science and specialized majors, although these are less frequently accessible. Through these two principal roles, educational study abroad programs propose a cultivation of a new identity of students that is unique to its youthful and growing population.

6.2.1 Formal = 1a

The formal function exchange programs have is supplying an educational academic curriculum involving learning equivalent to the students' home institution. There is a drive for general courses by academics in higher education where lessons tend to be transferable to any area of study. This reinforces Finding 7, where interdisciplinary majors are a trend in undergraduate curriculums. In this way, less specialized classes and more courses that would apply to a bulk of students' requirements for graduation are administered. Stated earlier in chapter 5, according to finding 12, statement 1, study abroad staff considered that "Study abroad is a good way for students to complete general educational requirements." Educational institutions can teach a single class to a wide range of majors, which means more students per teacher. This is the case for many subjects in sociology, anthropology, education, political science and journalism that are interrelated in content matter. A concern that may arise is whether a class could have a high demand because students from diverse faculties are allowed to enroll in the same class. This general course could be filled because numerous students might try to register to take this course in order to fulfill their requirements. The examples in chapter 6.2.1 will refer to Italy because I found it a country more neutral than the economically powerful country of Germany or other European nations where IES provides programs.

Reviewing the website course listings presented by IES based on their scholastic year 2005-2006 Milan, Italy program, many extensive fields of studies are accessible within the liberal arts: art, communication, film, history, language, political science, psychology and sociology (IES, 2006). One can conclude that the above courses are general, but with a specific emphasis involving Italy. For example, FS 330, a film studies module called "The Golden Age of Italian Cinema: In between Authors and Genres", could be a course for a large body of students that could receive credit. Those studying history or art could obtain credit because it is connected to both of these fields. With such classes, students can acquire general education about cinema, however with a focus that would be more valuable if studied within Italy. It could denote more appreciation among the learners where accesses to special films are readily available or meeting the directors and actors are more tangible than taking the course in the U.S. These are the special qualities if the course is studied abroad.

Language Courses

IES general language courses are instructed in the fall, spring and summer terms. If one were to look at Italian language, since the example of the film course was mentioned above, it entails: IT100 Beginning Italian, IT200 Intermediate, IT250 Advanced Intermediate, IT300 Advanced Italian I and IT325 Preparatory Italian for CILS (Certificate of Italian as a Foreign Language). The modules that are offered are not extremely specialized because they want to attract the most students possible. For example, in the summer there are options for intermediate I and II whereas a single general intermediate Italian is taught in the fall and spring. If students can receive school credit it yields more value to the program. Correspondingly, the more students that register for courses, there is a higher demand where the exchange program must propose more courses. If students are satisfied with the courses, they are willing to pay the costs and pass on the good word about IES and its high-quality language courses.

I personally have experienced this process of merging two classes into one course so that two variant programs could satisfy their graduating prerequisites at the University of Oslo, where our Comparative and International Education methods class was combined with Higher Education's class. Our lectures were instructed in the auditorium because the student ratio was 60 students to one professor. The university economized financially by providing one class to meet the requirements of two distinct programs. It seems like a growing and more common strategy to save the budget. Perhaps these instructors are compensated for the higher number of students, which could be an economic problem. This debate pertains to mass education. Three outcomes of mass education are: students are not receiving the same personal attention as before, two, maybe the standard is brought down because the students do not have the close interaction with other students and three, students do not have time for questions concerning the study material.

Curriculum

Usually these one semester overseas arrangements, the most frequent amount of time spent study abroad according to Finding 2, are divided into two composites: the academic curriculum and the "fun" prearranged excursions. Academic courses are often held in a student classroom setting. Depending on its availability, one can attend a lesson with students from around the world when directly enrolled or with mostly Americans, such as at

IES centers. These classes comprise of a syllabus, projects, papers and exams, which are a standard design throughout the semester. Being in a classroom situation is something most college students are familiar with from their home college/university, so at least this is not a surprise and diminishes the prickly cultural and linguistic transition. The second element of the curriculum promotes excursions or class trips to relevant or interesting locations for students. This can often be an amusing and memorable experience with fellow classmates. This may also be categorized as informal learning. In supplement to excursions or at these excursions, seminars are sometimes held for students and faculty to discuss progress and complaints. The exchange program tries to set up a balanced semester with an academic curriculum and an enjoyable traveling experience.

Other assorted courses proposed by IES include classes that could be available at home, but contributes an outstanding significance because of the student's location. This means that the location is critical when one can absorb a considerable amount of the countries' culture and appreciates being surrounded by it. For instance, an Italian cultural studies (IT-CU Italian Conversation: Culture and Cuisine of Italy), an optional course in the fall and spring, would be relevant because one could utilize the vocabulary at the local restaurants or museums when one is out in town on the weekend. It is a practical seminar since the Italian cuisine is famous and is accessible without difficulty by students. It is not a coincidence that these are the type of courses that seem specialized, but can be relevant to all students. This is particularly the case if pupils are not fluent in the language. Other modules of this nature include: PO358 "Issues in Italian Politics since 1945 in political science" and PS340 "Italian and American Approaches to Mental Health: A Comparative Study of the Bio-Psycho-Social Model in Psychology". This comparative psychology subject can be beneficial because students are situated outside the U.S. Hence, they have the capacity to see two sides of the coin. The purpose of these courses is to contribute to a formal learning in a classroom setting with a curriculum so it could facilitate one's academic knowledge, but also assist them with informal learning.

6.2.2 Informal = 1b

From Home

When a student arrives in a foreign land they bring along their personally learned cultures, which will influence the informal role they experience abroad. Therefore, this type of

cultural influence from home will be clarified. All of us have been raised in some type of culture. This culture is similar to a breathing organism that is absorbed gradually by each and one of us when we are born into a society. In the past, culture has been defined in 164 manners according to Kroeber and Kluckhohn in 1952 (181; Samovar, Porter & Stefani, 1998: 36), but the definition I would like to use for culture is a modification from Bates and Plog's (1990: 28) definition by the authors Samovar, Porter and Stefani. The three writers characterize culture as:

"the deposit of knowledge, experience, beliefs values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and group striving." (1998: 36)

When one sets foot in a new nation, there is an unknown hidden culture waiting, as defined in the above quote. It is highly unlikely that one effortlessly grasps the new culture perceptibly and instantly. *"For a culture to exist and endure, it must ensure that its crucial messages and elements are passed on"* which one may claim is what is passed down to an individual through one's parents (Ibid. : 43).

It is confirmed that, *"...most difficulties and misunderstandings can be traced to cultural differences"* (Ibid. : 87; Huntington, 1993: 22). This knowledge is essential since one must be conscious of it first and be informed prior to entry in the new country. Another quote that stresses the same idea is:

"The people of different civilizations have different views on the relations between God and man, the individual and the group, the citizen and the state, parents and children, husband and wife, as well as differing views of the relative importance of rights and responsibilities, liberty and authority, equality and hierarchy." (Samovar et al., 1998: 88; Huntington, 1993: 25)

These are standpoints that almost everyone is brought up with and therefore it is an outstanding obstacle for outsiders to first understand and then maybe even accept cultures during one's short stay. Hence, as Samovar et al. stress: *"cultural generalizations must be views as approximations of reality, not as absolute representations"* (1998: 18). There are always exceptions to generalizations and for that reason, one should be cautious.

Samovar et al. divide most of the obstacles and misunderstandings into two branches: the failure to recognize the uniqueness of the individual and the inability to be objective (Ibid. : 17). If an individual could be open-minded about these hindrances, he or she would probably have a higher chance of satisfaction overseas because they would be more likely to have less frustrating encounters with cultural misinterpretations. They also imply the point with their example and declare that the issue is that:

“We study other culture from the perspective of our own culture, so our observations and our conclusions are tainted by our personal and cultural orientations. It is difficult, if not impossible, to see and to give meaning to words and behaviors with which we are not familiar. How, for example, do we make sense of someone’s silence if we come from a culture that does not value silence? We might make the mistake of thinking ‘How could someone be so insensitive as to be silent at a time like this?’” (Ibid. : 19)

We can only see the situation from an egotistical perspective and cannot be unprejudiced because we only see it from our own exclusive reality. One of the major characteristics is being tolerant of foreign customs in all aspects. This sub fraction portrayed the weight of culture from home that is transported with a student when studying abroad.

Informal Role from Experiences Abroad

“The individual child soon discovers, however, that school is not the place to get answers to his questions. If he gets his answers anywhere, it will be in the playground at recess, or behind the barn, from his real teacher, who is one year older. The school, he discovers, has its own questions, and it is for him to give the right answers, if he is to be a “good student.”” (Coombs, 1968: 169)

As Coombs announces succinctly in the above, the informal learning process is ‘not “official”’ which insinuate a broad assortment of experiences outside the classroom (Cavrini, 1994: 2). Two phenomena students experience during their time abroad are adaptation and culture shock. Culture shock shall be discussed in chapter 6.4.4. The process of adaptation is carried out in different manners depending on the person. Repercussions such as loneliness, identity questions, social interaction and the need for friends and support are vital to one’s adaptation (Ward et al., 2001: 153). Other tribulations attested by Ward et al. (Ibid. : 146) incorporate interpersonal and intergroup relations, complexities faced by international

students, academic topics in the intercultural classroom, temporal variations in psychological, sociocultural and academic adaptation, and the re-entry experience.

Four types of predicaments concerning international exchange students argued by Furnham and Bochner (1986) are: one, insufficient linguistic and cultural skills, prejudice discrimination, homesickness and loneliness; two, pressures associated as the function of “foreign ambassador”; three, identity conflict related to individual development in late adolescence and early adulthood; four, academic challenges or the stressors associated with transition to a new school or university. The first, linguistic and cultural skills are abilities that can often be learned within formal and informal learning settings. One can employ a textbook, oral and hearing devices, and dictations for formal learning. An informal learning context of linguistic and cultural skills can arise outside the classroom at functions, bars and restaurants. These skills can be increased rapidly depending on one’s talent and submergence into the society. Being an outsider, prejudice and discrimination are naturally topics that one faces because one is not originally a part of the group. These concerns are personal and one can suffer significantly studying away from one’s residence. For instance, one might expect feelings of prejudice and discrimination for a practicing Jewish-American studying abroad in Germany. Many sentiments because of war and one’s upbringing may be repressed. Situations may be handled more personally than by other individuals or perhaps not at all because it absolutely depends on the individual. Homesickness, the third problem often sneaks up on travelers. It could range from missing family and loved ones back at home to such simple cultural aspects such as food. The longing for routines and the way things were in one’s own homeland can also at times lead to symptoms of depression. The fourth common problem among travelers is loneliness also felt by study abroad pupils, which can be triggered through being different and inappropriate to one’s surroundings. Loneliness is a significant problem among students abroad where in a survey sample by Sam and Eide (1991) almost one quarter of the international students they studied felt loneliness (Ward et al., 2001: 153). Perhaps with the two first problems of linguistic and cultural skills and prejudice discrimination one can feel flung into a corner and disassociated from the group or society. This study abroad experience from the informal perspective can be an unpredictable emotional roller coaster ride.

Conclusively what mostly helped students through this adaptation period was the social support from friends. It relates to enhanced psychological adjustment for the overseas students, but that family support predicted psychological well being in the local students (Ibid. : 151). People who can listen to one's obstacles and suggest solutions to problems are the most essential backbone to surviving and being physically and mentally healthy. Sometimes to release one's inner frustrations is what is needed in adaptation. As Samovar et al. proclaim, "*the family is among the oldest and most fundamental of all human institutions*" (1998: 105). Therefore, it is not a surprise that families help students persevere during times of complexity. Communicating with friends, dealing with stereotypes, uncertainty about cultural identity, social withdrawal, and decreased relationship satisfaction have been commonly reported outcomes where family support could be precious (Ward, et al., 2001: 163). These grueling matters of social integration for individuals are daily hindrances during transition.

6.3 Present Theories

6.3.1 Modernity

In Anthony Giddens' renowned book, Modernity and Self-Identity: Self and Society in the Late Modern Age, he defines modernity in a general term as "*institutions and modes of behavior established first of all in post-feudal Europe, but which in the 20th century increasingly have become world-historical impact*" (1991: 14-15). Giddens (1991) considers modernity as more or less correspondent to the industrial world. Furthermore, modernity separates the modern era from other times because of extreme dynamism and compares the modern world to a "Runaway World." This concept of a "Runaway World" is parallel to the idea of globalization mentioned earlier in chapter 2. As Hernes professed, the world of globalization or the "Runaway World" as Giddens would say, is a place of "*increasing flow across borders and boundaries*" (2001: 21). An immediate access to information and new data is initiated.

Giddens (1991) rationalized that modernity produces differences, exclusions and marginalization. By means of modernity, modern institutions create a mechanism of suppression rather than actualization of the self. This can be seen in the present condition of

mass higher education, where the actualization of the individual is less prioritized. Moreover, modern institutions can be associated to the higher education system where class and inequalities become an issue in all learning organizations. The question is: who has access to what? And is it because of connections? From another perspective, Giddens associates modernity with ecological threats where modernity “*reduces the threat of certain areas and modes of life and introduces new risk parameters*” (Ibid. : 4). He attempts to explain that the risk of nuclear warfare is diminished by international negotiations, but that a collapse of global economic mechanisms of totalitarian super states are “new risk parameters” that did not exist in previous eras before modernity.

6.3.2 Risk

Giddens (1991) concludes that Modernity was a “risk culture” where a concept of risk becomes elementary to the way both lay participants and technical professionals organize the social atmosphere. This supposes that normal citizens go out of their way to protect themselves. Giddens links risk to achieving a premature awareness of ontological refuge. His example of this “*premature awareness of ontological refuge*” was the inoculation of an infant (Ibid. : 3). We prevent the diseases that could take away the child’s life by injections. In his later book, Runaway World: How Globalization is Reshaping our Lives (2000), he depicts risk as similar to buying insurance for a house or one’s health. One can compare his archetypes to when students buy as expensive travel or health insurance during their stay abroad. When IES participants pay \$170 per semester, based on their website information (see Appendix B), for health insurance, this consists of medical insurance including emergency medical evacuation, insurance coverage and a 24-hour traveler’s assistance help-line. It is expected that evacuation means that one has access to helicopters and planes that shuttle people directly out of the country. When students trust these insurances to be legitimate, they entrust themselves to a “protective cocoon” (Giddens, 1991: 3). This “*protective cocoon...guards over the self in its dealings with everyday reality. It brackets out potential occurrences*” (Ibid.). It struggles to shield them from catastrophes, such as the tsunami striking South Asia at Christmas 2004 or Hurricane Katrina that wrecked New Orleans in 2005. Such disasters affect all individuals and in all nations directly or indirectly, but including exchange students that are studying abroad.

Actually, the fascination of risk presented by Douglas and Wildavsky (1982) is “control.” Who is to control whom concerning which aspects of life, when there are always unsuspected dangers? (Ibid.) This question above can be regarded as a starting point to a question: how much control should exchange programs have in the name of safety or risk? I personally am set back when study abroad programs require that all students provide mobile phone numbers in the case of an emergency. Things like this can be abused and once one has given up one’s rights it is too late to turn back. I agree with Douglas and Wildavsky who suggest that they do not justify unlimited regulations, but drawing the line around involuntary risk or “*risk imposed on them*” where individual are freed from danger would be realistic (Ibid. : 16). Perhaps there is some kind of golden mean that can be achieved through educational planning and compromises that can be made between higher education and exchange institutions.

6.3.3 Trust

Trust seems to be the dominant word when information is exchanged at rapid rates. Not only do students need to trust colleges/universities and/or exchange programs to provide their services, but also vice versa, where fees and tuition should be paid on time. With risk being a large-scale issue related to students studying abroad, Giddens asserted that “trust” generates a mandatory “leap into faith” which is played out in our every day life. This yin and yang balance of risk and trust is an indispensable symmetry in the time of globalization. The students that make up only a minuscule number of undergraduates that study abroad outside the U.S., are taking a leap into faith into a new culture where risk is a fear factor. Likewise, the students trust their colleges or cultural exchange programs to take good care of them even if natural disasters arise during their study abroad. In this intricate process of trust, a domino effect has also been built. Students trust the exchange program where they have bought their insurance and the exchange program trust the insurance company. In addition to the students, the guardians trust is included from the client perspective.

6.3.4 Identity

To distinguish one’s identity in the modern world is a difficult task because of the abundant possibilities in life for developed nations. It is parallel to art. Art can be something created when one has leisure and the basic necessities. It is arduous for one to fully explore one’s creative artistic practice when one must hunt for the next meal. In the same manner, the new

generation has access to choices because the world is becoming more densely populated. At this point in time, three definitions of identity by Giddens, Fitzgerald and Friedman will be presented to show special aspects of identity that are prevalent in an era of globalization.

Giddens' Identity

Giddens (1991) proclaimed an intermix with trust and one's self-identity, which are pure relationships that have to be reflexively controlled over the long-term, against the backdrop of external transitions and transformations. According to Giddens, we are currently living in the late modernity, where the presence of "*personal meaninglessness- the feeling that life has nothing worthwhile to offer.*" This is the primary psychic crisis in the state of late modernity (Ibid. : 9). One explores outside oneself and can study abroad to see and experience a new culture. Being abroad, in a foreign culture, numerous actions can be taken before being acclimated to one's surrounding. This bold action to study abroad safely seems to be the growing norm of students on American campuses. "*U.S. student participation in study abroad has almost tripled since the mid 1980's, with substantial growth since the mid-1990s*" (Institute of International Education, 2005). Referring to the same data above the chart shows more than 180,000 students studied abroad in the year 2003-2004.

Fitzgerald's Identity

Thomas K. Fitzgerald, a professor of Anthropology (Markowitz & Ashkenazi, 1999) utilizes a metaphor of identity that grants direction, in particular in times of "*social and personal disunity*" which is the state of our present society (Fitzgerald, 1993: 186). An analogy he describes is a map being "culture", the journey as "communication" and the compass resembling "identity" (Ibid.). He argues that culture as a frame is where people "*derive a sense of who they are, how they act and where they are going*" (Ibid.). This demonstrates how culture, communication and identity are truly intertwined based on one's direction in life. When one relates identity to study abroad students, one's notion of identity can play a central role in facilitating individual adaptation and growth. Potentially, according to Fitzgerald (1993), identity then aids in human adaptation and human survival. Identity is an essential step in the "stress-adaptation-growth" process (Ibid. : 187).

Friedman's Identity

Thomas Friedman, an American journalist, described the kind of person one needs to be to survive in a world that is flat. It is to be “an untouchable.” Friedman’s definition of the untouchable is “*people whose jobs cannot be outsourced*” from four diverse job identity brackets: special, specialized, anchored and really adaptable (2005: 238). An untouchable allows for more job security throughout one’s career. Job security seems to be disintegrating rapidly in our recent global economy, especially in the U.S.

The first bracket includes people like Michael Jordan, Bill Gates and Barbra Streisand, the special people. They have a unique talent or goods in the international market where nobody can replace them or have their job be outsourced. The number of people in this category is minimal. The second is being “specialized” where people are “*knowledge workers-from specialized lawyers, accountants and brain surgeons...*” (Ibid. : 238). The skills are most often on high demand and not fungible. He reminds us that TV assembly-line worker’s jobs and basic accounting are now fungible because of technology. Being “anchored” is the third group, in which most Americans are. This embraces: barbers, waitresses, chefs in the kitchen, plumbers, many nurses, many doctors, many lawyers and electricians. These jobs cannot be digitalized and are not fungible. He notes that some portions of these jobs could be outsourced. The case he gives is that a lawyer may use a Bangalore¹⁰ for basic research or to write up legal papers and an internist might use a nighthawk radiologist in Bangalore to read a CAT scan. The final group is being “really adaptable.” One should acquire new skills, knowledge and expertise, that can create “*value-something more than vanilla ice cream*” (Ibid. : 239). He reinforces that learn how to learn is the most imperative asset because job change will become sped up because innovation will happen faster and faster.

The reason for describing these untouchable is that IES, other international exchange organizations and universities are creating and supporting students of this “really adaptable” quality. When one observes the general courses offered by exchange programs and universities, classes and modules are interdisciplinary or transferable to many fields of study. These students must adapt themselves quickly into their new environments, usually within a

¹⁰ A person from Bangalore, the capital of the Indian state Karnataka

semester. They need to tackle the language and cultural boundaries, plus take their educational courses illustrated in findings 3a, 3b and 4. Learning and adapting quickly nowadays will prepare the students of today for the future in a rapidly shifting job market.

6.4 Present Theories and IES

6.4.1 The “Interculturally Competent Leader” versus the “Global Person”

Attempting to get one step closer to discovering the characteristics of the new student identity, one may examine the qualities of the “interculturally competent leader” (IES, 2005a) and “global person” (Fitzgerald, 1993: 197). IES’ mission statement acknowledges the making of an “interculturally competent leader” which strikingly resembles Fitzgerald’s definition of the “global person.” As a whole, IES and Fitzgerald are discussing the same traits prevailing in the new student identity. They simply employ distinct titles. The tendency is to be culturally sensitive in a time of globalization when the new student identity matures. These terminologies both distribute a sense of international interaction. IES describes the interculturally competent leader as someone who has the capacity to *“positively navigate across cultures in politics, education, business or the non-profit sector”* (IES, 2005a). Likewise, Fitzgerald asserted that the global person *“can learn to relate to the people of diverse backgrounds, objectively respecting diversity and tolerating ambiguity”* (1993: 197). Mutually they illustrate one’s capacity to function in various cultures and assorted environments. The interculturally competent leader has *“both the understanding and skills...”* (IES, 2005a) being comparable to *“contributing to more effective interpersonal and intercultural communication,”* that the global person has (Fitzgerald, 1993: 197). Equally imperative, they both desire an individual that can interact in a positive manner with “different cultures” or “people of diverse backgrounds.” Regardless, IES has a supplementary aspect of functioning within various fields of study because they prioritize student careers. Overall, a society knows the requisites of cultural understanding and being culturally sensitive, similarly being politically correct is something more common in a global society. One is more likely to have a thorny encounter when one categorizes a person in a box. For instance, to pinpoint where one comes from simply by the language one speaks or the way one looks or by one’s present location without communicating beforehand is very

tricky today. People from many nations now come in many different shapes and sizes along with having multiple language skills.

In our present society with escalating contact with internationals, the economic global market and globalization at hand, the competencies to survive in a foreign country, to study a new language and to learn about a new culture from within are what sells students in the job market. Education is advocating a more adaptable, “interculturally competent leader” and “global person” as advantageous traits to develop. Schools and independent institutions prepare students with such options like a semester or summer abroad through a third party, like IES, who arranges the elaborate planning process and guarantee the return of students with a valuable formal and informal learning. As for the mission of IES, it is to craft an “interculturally competent leader” within a short period of time.

6.4.2 Re-skilling

People without jobs are in a “re-skilling” phase or the reacquisition of knowledge and skills according to Giddens (1991). This does not only comprise of the older generation that have their jobs outsourced, but also students who graduate college and cannot find a job. Re-skilling is very comparable to being Friedman’s “really adaptable” where adaptation is the key to surviving in the amorphous sphere (2005: 238-239). This concept deals with students’ flexibility with new jobs and knowing how to adapt quickly to their new environment. Through study abroad, as IES propel young adults abroad, students are “re-skilling” themselves to re-learn what they have learned, such as culture and how to operate more effectively in multiple societies. It could be a complex, but vital tool for survival. The reacquisition of knowledge and the “knowing how to learn” as Friedman mentioned under the fourth group of being “really adaptable,” is the crux to endure within Globalization.

6.4.3 Honors

As mentioned earlier in finding 12, statement 1, honors courses were actually favored by the study abroad coordinators. These are courses that were more challenging or of upper level quality instruction. It is remarkable to think that when students are studying abroad, they are to be pressured academically. Returning to Friedman’s comment about “being specialized” (Ibid. : 238), students are becoming more competitive and obtaining the most knowledge possible in a short amount of time, thus becoming more specialized in their field. The home

institutions drive and support students that have potential, so that some students are equipped with more knowledge. These pupils will bring the scholastic standard to a higher level. In this way, institutions like IES can sell superior programs to upper end higher education establishments that tend to have quicker and brighter learners.

Are honors courses the most practical formal educational implementation in a semester abroad? Perhaps students do not perform their best when abroad. Two uncomplicated explanations for this entail the need to acclimate oneself into a new culture and the temptations of traveling and experiencing one's surrounding as more desirable than studying and reading inside. The informal learning may be more easily accessible and more luring, in the sense of being outside of the auditorium. Another small possibility is that equipment or tools may not be accessible, such as for advanced sciences, in an IES center abroad. However, the largest problem would be what curriculum to cover exactly in an honors course and which subjects to create for an honors track. How will IES decide what to teach and not to teach? Would this be a curriculum based on a specific school? How and why did they choose those schools? This concept of imposing honors courses is less present outside of the U.S., but is feasible within IES centers because they design the curriculums themselves. When students are enrolled directly at a university, it is highly doubtful that they would offer honors courses. The term honors is not used much in the curriculum at least in my own personal experiences studying in four higher education institutions outside of North America, including Japan, France, Germany and Norway. The research to uncover what specialized material to teach would be a challenge in itself, but would probably pay off in the future, especially if it means that IES takes in more students.

6.4.4 Culture Shock

Culture shock, one might say, is an integral and an inevitable part of the process of becoming more intercultural, multicultural, or simply more attuned to diversities of various sorts whether strictly "cultural" or not (Fitzgerald, 1993: 187). It is illustrated by contact with newness, disintegration (the normal culture "shock" experience), reintegration, and a final stage where differences become understood, even cherished (Fitzgerald, 1993). "Culture shock" covers a natural process when one arrives in a foreign land. Without seeing and realizing the diversity one cannot progress in the transition needed to acclimate oneself. Culture shock is a reaction both psychically and psychologically to social and cultural

dislocations or having to adjust to ways of life dissimilar from one's own (Ibid.). According to Herdt and Stoller (1990), culture shock is seen as a rite of passage of which the negative aspects are often exaggerated. This phenomenon is agreed by Samovar et al. who claim that: *"When we thrust into another culture, by either chance or design, and experience psychological and physical discomfort from this contact, we have become victims of culture shock"* (1998: 249).

The initial person who found the expression "culture shock" was Oberg, an anthropologist. He defined culture shock to be:

"...precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse. These signs or cues include the thousand and one ways in which we orient ourselves to the situation of daily life: how to give orders, how to make purchases, when and when not to respond. Now these cues which may be words, gestures, facial expressions, customs, or norms are acquired by all of us in the course of growing up and are as much a part of our culture as the language we speak or the beliefs we accept. All of us depend for our peace of mind and efficiency on hundreds of these cues, most of which are not consciously aware." (Ibid. : 249-250; Oberg, 1960; Bock, 1970)

Stated in Communication Between Cultures, the main reason for culture shock is the displacement from one's "home" culture (Samovar et al., 1998: 250). Although culture shock upon arrival is seen as a negative phenomenon, Kim and Ruben (1998) perceive it as a growing pains process. Also, if one does not experience such, one is not coming to personal realization or self-awareness as one's competence.

6.4.5 Where to Study?

It can be both simple and complex when one decides to study in the city or the country one would like. Factors always influence that decision, such as weather, costs, distance, safety, practicality and usefulness of the language, culture and academics or courses availability. For some students it could be a simple factor, like a romantic partner, while for others it could be multiple reasons. A certain city, country or geographic region probably tends to attract certain types of students. These groups of students may be categorized in a cluster. For example, they may have analogous interests in the arts, sports and/or hobbies. These six factors that cause predicaments listed above concern individuals when deciding where to

study. The “Ten Tips for Parents” outline can be also of assistance to students in deciding where to study. Through the process of elimination, students ultimately decide their place of study abroad or at times not to study abroad.

6.4.6 Standardized Programs

Although there are many exchange institutes that compete with one another, they are similar in the way they function, but are unique in their own manner. Options obviously of size, location of the main office and the countries they offer may vary. The services they provide are quite similar such as at a center of operations where staff and programs in countries are present. Despite that, the details are diverse as not all offices are located in the same city in the exact same building. All establishments provide programs in countries, but the question is “Where?,” which ranges over a broad scope. Since many of the programs are being standardized, students can evaluate. One can utilize the IES Map that tries to list all obtainable possibilities in the international education field.

The eminent conundrum is that anyone can create an exchange program service because mandatory checklists of requirements do not exist. IES conveys that: “*a uniform set of educational standards are not available for most study abroad programs in the U.S.*” (IES, 2003: 10). To put it briefly, there are no prescribed procedures such as how big the office needs to be, specific countries that need to be a part of a program and the staff having a certain education or work experience. This is a tricky responsibility students must overcome when deciding upon a study abroad provider. It is like choosing a doctor. Most students can be sure to choose a program by word of mouth, one of the most persuasive methods. This is how study abroad keeps increasing because youth share their stories with one another and give advice about which services and staff were reliable and accommodating.

6.4.7 A New Student Identity = 3

When students study abroad with IES, they tend to lodge in an apartment or student housing with other students. These students who are not living with a host family may be viewed as not experiencing the culture extensively. On the other hand, all students that study abroad have created a “new identity” among themselves. Basil Bernstein proclaimed “*an emergence of new possibilities of identity formation*” (1996: 80). Frequently we observe these students with this new identity communicate by code mixing with their native

language English and the new foreign language. This is at least what I personally have experienced abroad.

‘Very often the expression code mixing is used synonymously with code switching and means basically intra-sentential code switching. However, recent research has given new meaning to this term. Maschler defines code mixing or a mixed code as “using two languages such that a third, new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern” (1998, 125). In other words, the code mixing hypothesis states that when two code switched languages constitute the appearance of a third code it has structural characteristics special to that new code.’ (Leon’s EFL Planet, n.d.)

These students abroad have access to the culture where they study and are not the identical as the students back at their home institution. Cédric Klapisch’s L’Auberge Espagnole, a French film, portrays a perfect characterization of this (Levy & Klapisch, 2002). It depicts Xavier, a French Erasmus¹¹ student, who travels to Barcelona for a year to improve his Spanish and to benefit from an international experience, which is precisely what numerous jobs seek. He lives and experiences life together with six international students from Europe: Italy, England, Denmark, Belgium, Germany and Spain. They create their own identity in a bubble of time away from their original home and undergo life independently with a “protective cocoon” or safety (Giddens, 1991: 3). An example of Bernstein’s (1996) emergence of a new identity formation in the movie is when a Catalan Student explains to Xavier and the Belgium student that:

“There's not one single valid identity, but many varied and perfectly compatible identities. It's a question of respect. For example, I have at least two identities: my Gambian identity, which I carry internally, and my Catalan identity. It's not contradictory to combine identities.” (Levy & Klapisch, 2002)

These international students from L’Auberge Espagnole themselves are constructing their own new identity just like this Catalan student.

As for Xavier, through his formal and informal learning in Barcelona he returns as a metamorphosized papillon. He knows what his mission in life is after being influenced by

¹¹ European Community Action Scheme for the Mobility of University Students (ERASMUS)

his study abroad, the friends that he made and his personal experiences. He testifies assertively at the end of the film,

'I'm going to do what I've always wanted to do. I'm going to write. Everything seems simple and clear. I am not that. Nor that. (Repeats "Nor that" 5 times, referring to different black and white passport pictures of himself). (Looking at pictures from his year in Barcelona and his male roommates) But I'm all that. I'm him, him, him... "I'm going to write books" (Referring to the young boy he was who wanted to be a writer). I am her, her, her... (Referring to his female roommates in Barcelona) I am French, Spanish, English, Danish. I am not one but several. I am like Europe, I am all that! I am a real mess! Now, I can start telling you everything. Everything started off when my plane took off. No, it's not about a take off. Well actually it's about a take off. Everything started here.' (Ibid.)

Here, Xavier's sentiments are depicted succinctly and the enormous impact that study abroad had on his life. He has finally realized his freshly molded new student identity, which is an example of an emergence of a new identity formation (Bernstein, 1996). He confirms that everything started here, when he was about to take off on his new journey, the choice of living abroad.

One may begin to ask what the goals of colleges/universities or student exchange programs actually are? Do they know that they are creating this new identity among students that study abroad? Do they want these students to have more access to the foreign culture? The crux is that they cannot force all students and probably cannot provide every single student this opportunity in an era of mass higher education. There are no regulations to what one experiences personally abroad and one will never ever be the same. The most important reflection about L'Auberge Espagnole is the omnipresence of foreign students, not only in Spain, but also at all higher education campuses with exchange programs. Some are larger than others. One can relate to it as a common standard form of studying abroad for most students. They are characterized as student villages, apartment complexes or a condensed area where students live. One cannot deny the new identity created among international students gathered in these milieus. Their identity is neither purely of the nation of study or of their background. Similar to their linguistic code mixing, they have grown a third code or a new globalized or internationalized identity among themselves. They are all connected by this simple experience of being and learning in a foreign nation.

It may not be the actual intention of the institution to create such a new student identity community, but it is a reality. These students have been affected by their study abroad experience and after departure they will reminisce about these days. One may embody it as a new rite of passage that costs money, but with a tremendously fruitful return. This rite of passage is something growing more common and desirable among faculties and on resumes.

On a microcosmic level of student identity, one may find certain types of identity depending on where one studies. It may be difficult to establish exactly what kind of identity is being formed. Perhaps one can observe a more social or family oriented identity after a student has studied in the warm climate of South America or Spain compared to England and Ireland. These simple generalizations can be falsified by blunt exceptions.

6.5 Informal Learning

6.5.1 Content

My 16 findings in the results and analysis chapter relate to only formal learning, but the reason for this is that informal learning is extremely difficult to measure. It consists of a wide context as inferred by Cavrini's definition. How can one measure the answers an individual child gets from a playground at recess? (Coombs, 1968). The advantage and disadvantage of informal learning is that it can consist of so many varieties of knowledge that the individual may not even realize or feel that it is new knowledge until afterwards. For example, if one's habit is to shake hands with a new acquaintance, like in the U.S. and then this same person were to begin greeting acquaintances by kissing on the cheek, as in the French custom, one may not have realized that the individual has learned a type of informal learning. This person has learned a standard cultural greeting external to his or her own culture. New behaviors such as these or more discreet actions begin to develop and at times one is unaware of these new transformations.

In this study, informal learning is not measured quantitatively because of its complexity yet, encounters from the film L'Auberge Espagnole, expose informal learning. Informal learning is valuing communication and a new country's culture and history. Furthermore, it pictures

the aspect of how the main character, Xavier, matures and embarks on the questions of his own identity. Xavier has a monologue and interrogates his existence. *"I wondered what she was doing here. Exactly like I always asked myself, what I was doing here"* (Levy & Klapisch, 2002). Like Xavier and many other overseas students, they manage to probe themselves and their actions. Students then implement their more developed "compass" or identity on their "journey" to situate themselves on the "map" (Fitzgerald, 1993: 186). This metaphor is an experience that can be generalized among many students that study abroad, especially if IES students are directly enrolled into colleges/universities because of facilitated contact with the local students, as witnessed by Xavier.

6.5.2 Informal Learning without Formal Learning?

Informal learning can exist without the relation of formal learning. Nevertheless, the stress of the combination of formal and informal learning in the study abroad context gives it more weight to this new student identity that I am trying to define. Evidently, students that go on a backpacking trip for a few weeks or six months may collect informal learning. This informal learning discussed here is in context with the necessity of formal learning with a teacher and a classroom setting. The reason for this is that it is essential to be trained the grammatical, textbook, dictation and listening comprehension method to give a solid basis so that one can take the leaps in the framework of informal learning. What is learned inside can be applied outside in the real world. In this way learning from experience is indispensable. If this is the case, more programs that supplement an experience should be implemented into the curriculum. Especially if students remember the most with informal learning, it ought to be implemented on a superior scale.

6.6 Personal Experiences with Identity and Informal Learning

6.6.1 Concerning the Interculturally Competent Leader

Though educational programs like Congress-Bundestag Youth Exchange (CBYX)¹² that have a complicated nine month application process, they are more likely to nurture an “interculturally competent leader” or “global person” because they now hand-select 75 participants yearly from all across America (CDS International, Inc., 2003b). Provided are: an international airfare, local transportation and stipend, language/study courses and costs which equip one to acclimate oneself to the society, seminars (orientation in Washington DC, a mid-year seminar and an evaluation seminar in New York City), sickness and accident insurance, host family or other accommodation costs (Ibid.). It is not simple to enforce such formally effective programs as the above, but perhaps all students are experiencing similar cultural adventures. Providing the formal learning may be the simple mission of these programs. Nevertheless, they hope that participants become “interculturally competent leaders,” but it is never evaluated if they have actually achieved this goal.

The informal learning I experienced was being a “diplomatic representation of the United States while abroad” with the 18th year CBYX scholarship program in Germany for one year (Ibid.). As a New Yorker studying in Cologne, Germany at the time of 9/11, I felt my world crashing down upon me. Friedman illustrated descriptively, “*Then came 9/11. And America transformed itself from Puff the Magic Dragon, touching people around the world economically and culturally*” (2005: 386). I felt intense sympathy from Germans and Europeans at that time. I also felt relieved to have been there at that time, especially since empathy for Americans went down the drain by the following year and the Magic Dragon, as Friedman depicted, had become “*Godzilla with an arrow in his shoulder, spitting fire and tossing around his tail wildly, touching people’s lives in military and security terms, not just*

¹² “The Congress-Bundestag Youth Exchange for Young Professionals is a scholarship program with a strong focus on cultural exchange. It is designed to give participants understanding for everyday life, education, and professional training in Germany and the United States. In the US the program is funded by the Bureau of Educational and Cultural Affairs of the Department of State under the authority of the Fulbright-Hays Act of 1961. Program requirements: US citizenship or permanent residency and age: 18-24 start of program” (CDS, International, 2003a).

economical and cultural ones” (2005: 387). I could only imagine how the following 19th year PPPers (Parliament Partnerschafts Program, the German term for CBYX) had to cope with Germans’ and Europeans’ negative outlook towards the U.S. Such international exchange programs as these should be promoted and continued. These encounters and how people treat one in a country affect ones perspectives. I know that I would be a different person today if I had been simply working in New York City on the day of 9/11. I recall thinking on the day I finally returned in July, after being away for one year, that the sentiment of New Yorkers was nationalistic and tightly bonded in an indescribable manner. I could sense a new spirit among the locals. The connections between people have the most impact on students abroad. The informal lessons of knowledge such as the above are not regulated and are boundless.

The reverse culture shock was more of an impact on my personal life. Especially after returning from Germany. Having spent a year in Germany after graduating college, I had no future plans such as graduate school or an arranged job. There was a sense within myself that I had changed and the world had changed, but I felt a void within myself and could not really re-adjust back to a life at home in New York City. I had not lived there since I was 17 and at that time I was 21. Manifestations of “re-entry shock” are perceived in the form of physical distress, anxiety, apathy, loneliness and feelings of loss and this is what I had (Ward et al., 2001).

6.7 Summary

Even though “*globalization will only accelerate the homogenization of lifestyles, [and is] reducing cultural variety...*” there is still much misunderstanding regarding the cultural differences from one individual to another (Hernes, 2001: 23). How can this be possible? It sounds contradictory; however, this is reality in the time of globalization. The drive towards standardization is more noticeable where formal learning is also becoming more alike. Courses taught apply similar curriculum and literature at many institutions, for instance language textbooks and workbooks. Therefore, the element of informal learning is an extremely critical ingredient of making one’s study abroad experience special and hence more valuable. I personally feel that the balance of these elements of formal and informal learning gave me the essential tools to develop during my study abroad period. Formal

learning actually fabricates the proper foundation academically and linguistically, which set me to experience and absorb informal learning. By way of informal learning, one can learn the uniqueness of the foreign individuals, to be objective (Samovar et. al., 1998) and gain the tolerance of foreign cultures. This culture may have different morals, rights and responsibilities, liberty and authority (Ibid. ; Huntington, 1993). Furthermore, dealing with cultural differences may be frustrating, where the remarkably unfamiliar culture overwhelms one. These cultural differences will always be there to a certain extent and as a result, not all cultures will ever be identical. An example can be the capitalistic McDonald's which on an overshadowing plane standardizes with the alike products, but specializes towards its' local people with particular burgers or accessories.

The pressure towards standardization is quite striking through the boost of globalization in the U.S. Expanding from America, many countries have similar establishments from McDonald's, universities and even the development of an IES MAP© that attempts to normalize study abroad and international education. The result is that the blend of learning formally and informally in a foreign country is an immeasurable opportunity for Americans. Even in these two learning types, the existence of standardization is apparent. For example, the film course FS330: The Golden Age of Italian Cinema, taught in Milan by IES, is probably a very comparable film class taught in the American home institution. The special aspect is that IES instructs this course in Italy. As for informal learning, the four predicaments students experience the emotional turmoil, being a "foreign ambassador," identity clash and academic hardship can probably be standardized occurrences for other study abroad students from different origins. This infers that many students experience these tribulations when studying overseas. This standardization aspect is expanding far and wide to the point where one can perhaps now define the new student identity that IES creates by providing formal and informal learning. This shall be portrayed in the next or final chapter.

7. Conclusion: Implications and Final Remarks

7.1 Introduction

This thesis strives to demonstrate that IES provides a combination of formal and informal learning, which conceives a new student identity among the Americans that study abroad. This is achieved by the methodology of triangulation through two IES surveys from complementary groups and descriptive writings from my personal experiences. These American students have a distinct new student identity compared to those who did not study abroad. Other international exchange programs, which also provide formal and informal learning, may possibly be generalized with IES' findings. In addition, other students that undergo similar experiences may gain this new identity like IES American students and alumni.

The aspect of formal learning is revealed through Survey I data about language courses and courses taken in ones major or minor field of study. The informal learning concentrates on a knowledge outside the classroom with human contact with locals and personal experiences by students. Psychological phases or mood swings were touched upon to prove the changes that students go through while abroad. This phenomenon of $(1_a + 1_b) = 3$ is not only present in the U.S., but overseas in many countries that send youth abroad for a semester or a year. One may generalize this above equation to other study abroad program and to students that study abroad who receive a formal and informal learning process abroad, to a certain extent. A popular exchange program in Europe is Erasmus among bachelor students, which is promoted through the Bologna Process, referred to in chapter 2. The contextual background described in chapter 2 presents the global setting for the essential need for study abroad. Higher education, a key starting point where mass education takes place is an opening for sending students abroad. The growing need for study abroad in a globalized culture can be executed through effective policy planning.

The next three subchapters attempt to answer the first three questions from chapter 1 Introduction. Chapters 7.2, 7.3 and 7.4 will try to define the new student identity, the new

student identity and its meaning to the global situation and the relationship between study abroad and the globalized world.

7.2 One: The New Student Identity and Its Six Qualities

Chapter 7.2 will try to answer the first question cited in chapter 1, what kind of new student identity is being formed? According to this thesis, the new student identity has five qualities, plus an additional one that may sometimes be true. One can compare this to the five American vowels, “a e i o u,” plus sometimes “y” which makes it the sixth. The five qualities comprise being atypical, demographically from an elite echelon of society, received formal and informal learning abroad, apt to function as an interculturally competent leader or global person and being really adaptable. The sixth quality, being a woman, is only an additional tendency. These qualities shall be further defined and explained.

7.2.1 Atypical Students

The students that acquire this new student identity are not of the norm. As stated by Carlson et al. (1990), atypical undergraduates are the ones that take the chance to study abroad. These atypical students only make up 1% of all undergraduates, so this means that study abroad is still a rare feature among American undergraduates (IES, 2005c). These students are willing to “trust” themselves and everything around them to take that mandatory “leap into faith” that Giddens (1991) articulates. Naturally with trust, risk is a factor and study abroad providers such as IES envelop their students in a “protective cocoon” (Ibid. : 3). They are aware of the dangers and take precautions. They try to restrain the risks and dangers by using the “Ten Tips for Parents” (IES, 2005g) and “Who to Contact When” printouts (Appendix D). An example of this atypical student is Xavier and all those who study abroad. Toward the end of the film, L’Auberge Espagnole, after Xavier returns home, as he walks the streets of Paris in his hometown, in a quartier full of foreigners, he says to himself, *“I was a stranger among the strangers. Why I was here, I didn’t know. Generally, I’ve never known why I was here. I must be typical...”* (Levy & Klapisch, 2002). Although he labels himself typical, he is not actually typical anymore after his episode in Barcelona. He feels like a stranger and in a way he also has become a stranger because he no longer fits the typical characteristic of a Parisian student.

7.2.2 Elite Echelon of Society

As mentioned in chapter 2, the elite echelon of students that have a chance to study abroad are not the majority, even though, study abroad is becoming more popular. The demography of the new student identity according to IES data depict students that are paying high tuitions and living costs, such as at Boston University (Appendix C) or IES program costs (Appendix B). These fees are not what the average student or family can pay although there are options of financial aid and scholarships. Despite the fact that higher education and study abroad were not for all, they have become an increasing trend and more students are participating in college or university and exchange programs.

7.2.3 Received (1a +1b)

These students have been provided formal and informal learning abroad. They dedicated to taking formal learning in the style of lessons, university lectures, and with training materials according to Cavrini's (1994) definition. Merged with formal learning is informal learning where students have the freedom to learning outside the formal learning limits. This learning is often very influential to the growing of an individual; however, it is very difficult to evaluate and observe. As Coombs (1968) reinforced, children learn significantly during recess, outside of the restricted formal learning. The new student identity has these two types of learning under their belt upon their return from study abroad.

7.2.4 An Interculturally Competent Leader and a Global Person

They are given the expectation of change after their study abroad to someone who is more of a Global Person proposed by Fitzgerald (1993) or an Interculturally Competent Leader identified by IES (IES, 2005a). According to IES' hopes, they want their alumni to "*positively navigate across cultures*" (Ibid.) or according to Fitzgerald to "*learn to relate to the people of diverse backgrounds, objectively respecting diversity and tolerating ambiguity*" (1993: 197). These are just two titles for these students after they have studied. Nevertheless, University of Notre Dame (2005) plainly states the seven learning goals in bullet point format for their young adults abroad in chapter 2.3. They cover parallel aspects as IES' and Fitzgerald's ideal study abroad alumni.

7.2.5 Really Adaptable

This quality of being really adaptable, acknowledged by Friedman (2005), is an essential tool surviving abroad and in the globalized society. He discusses the different types of identities one requires to subsist in the present world, where being an untouchable is most desirable. Through adaptability or re-skilling (Giddens, 1991), one grasps to learn how to learn as Friedman (2005) confirms and this is one stride closer to becoming an untouchable. These students who proceed in formal and informal learning abroad prove to be really adaptable upon their return. It is not always easy to acculturate oneself and to learn or continue to learn a foreign language.

7.2.6 Woman

As this is the sixth quality, like the vowel “y”, it sometimes does not hold true. The booming attendance of women in higher education stated in chapter 2.2.2 may perhaps indicate that since women are more numerous in the colleges/universities, women may be the ones also studying abroad. This is only a direct speculation because a gender question was unavailable in Survey I. However, it is a reasonable assumption because if the bulk of undergraduates are women, there is a slightly higher chance that they may study abroad. Nevertheless, in Survey II, finding 10, verifies how the subjects of mathematics and natural sciences promote few departmental study abroad programs, which tend to be male dominant studies. The modern language department, most likely dominantly female, send more students abroad.

These individuals with the new student identity have these six qualities or have acquired these qualities upon their return home with the exception to the sixth quality. These qualities are deduced from Survey I and II and through the research carried out in this thesis. There may be additional types of qualities, but the qualities obtainable here are based on the IES data provided.

7.3 Two: The New Student Identity and the Global Situation

This section tries to answer question two from the introduction: What does the new student identity implicate for the global situation? The new student identity implicates the promotion and perpetuation of the global situation. Three ways in which the new student identity helps continue the global situation are that the students with this new student identity are supposedly more culturally aware, amplifying their contacts with nations and languages, to create peace. Moreover, since the global situation is perpetuated by the new student identity, the global situation ought to endorse methods to employ these students expanding with the new student identity.

7.3.1 Culturally Aware

The first implication seeks the explanation of more youth having this cultural awareness or cultural sensitivity similarly discussed by the IES and Fitzgerald. Students are able to navigate properly and effectively through cultures. They can hopefully communicate proficiently in another language other than English. One cannot simply be closed minded, isolated and not have an international opinion. The interconnectedness among nations is expanding minute by minute and there are too many influential factors that occupy one's surrounding and space. Hence, those who are more culturally aware or sensitive will grasp an easier chance interacting with others.

7.3.2 Contacts with Nations and Languages

The second implication of amplifying contacts with nations and languages is what the new student identity is doing on a microcosmic level. Each individual is building his or her own networks and friends abroad, which will be helpful down the line. Even though in one facet it is at a micro stage, on the other hand when one unites these students and do six degrees of separation¹³, they are influencing and connecting on a macrocosmic magnitude. When

¹³ 'Six degrees of separation is the theory that anyone on the planet can be connected to any other person on the planet through a chain of acquaintances that has no more than five intermediaries. The theory was first proposed in 1929 by the Hungarian writer Frigyes Karinthy in a short story called "Chains"' (Tech Target Network, 2006).

students can make an individual impact, such as keeping in contact with a friend around the world, they are feeding the global situation.

7.3.3 Peace

The third implication of the new student identity is creating peace. If these students are transforming into something similar to a diplomat with cultural sensitivity, the appropriate etiquette, language ability and global contacts, they are probably well equipped to widely share and convey peace. Perhaps this is too optimistic, but maybe in one way or another at least some students are expressing a sign of peace when communicating with someone because they have gained more understanding and tolerance from studying abroad.

In the end, the global world is benefiting from youth with the new student identity. The more individuals with culturally aware direction, linguistically and culturally bright aptitudes and fortifying peace in their surroundings can indicate very positive prospects for a future nation. Therefore, there ought to be a careful support systems for employment for these students with the new student identity. So as long as students ought to have an international experience or ought to have a global perspective there must be a job market for these individuals. To study abroad and have this new student identity was not always an easy choice; it is like Robert Frost's poem, "The Road Not Taken," because in the end those that study abroad are still few.

7.4 Three: Study Abroad and the Globalized World

This section will try to answer the last of the three questions queried in the introduction of chapter 1, What is the connection between study abroad and the globalized world? The connection between the two is that study abroad and the globalized world are an intensified cycle. One must be remember that study abroad has existed for a long time, even BC in Asia Minor. With the promotion of study abroad programs, like IES, the world is progressively becoming more globalized. The reason for this is that an increasing number of students are gaining the new student identity. At the same time, the globalized world desperately needs more students with the new student identity, so that they can function successfully in the nature of globalization. With the promotion of study abroad programs, it assists in the buffering of the negative affects of globalization, including the neo-colonialism and cultural

homogenization and the uneasiness of being the same (McCabe, 2001). Study abroad cushions globalization's impact by rendering an individual to function effectively within the ever-changing globalized environment where an "*intensification of consciousness*" is prominent (Robertson, 1992: 8).

Conceivably given that there is mass higher education in the globalized world, individuals crave to be special because of the "*fear of being alike*" (McCabe, 2001: 144) and Friedman's (2005) prerequisite of being specialized. Students may be feeling a "*personal meaninglessness*" (Giddens, 1991: 9), an existentialist sentiment, and in this way to cope with their emptiness, one seizes upon study abroad. The unique expansion of the study abroad field grants a chance of absorbing academic knowledge and in unison examining a deeper meaning of one's existence. In this manner, the cyclic pattern for study abroad and the globalized world is caused simultaneously igniting the fire that necessitates study abroad by globalization and where globalization necessitates study abroad.

7.4.1 The Essential State for Study Abroad

Since study abroad programs, especially IES', provide formal and informal aspects of learning their students develop a new student identity compared to the rest of the student population. This new identity created is something special, not all organization can provide for students, but exchange programs like IES can. The emphasis of a formal and informal learning abroad is the key to the success. This special international identity referred to by IES as to be an "interculturally competent leader" is an ideal that many jobs require or prefer when hiring. Through study abroad, students learn about other cultures, but more crucially about themselves, such as their nationality and role as an individual. They are now capable of comparing two lifestyles, systems and values or sometimes even more if they have studied abroad in various places. With such knowledge, there is an expectation that these students can improve their society directly and perhaps globally with their learned skills.

7.5 Suggestions for Educational Planning

Three propositions are recommended in this section. First is the drive for concrete active types of learning in the higher education. Secondly, more systematic research ought to be carried out in the field of study abroad. Although it is a small, but growing domain, more

research needs to take place, so that study abroad can be promoted properly and efficiently. Thirdly, successful reverse-culture shock or re-entry courses ought to be implemented for study abroad students.

Based on the Myers Briggs Type Indicator (MBTI) which sketches four conducts of preferred learning styles: the ES (concrete active), the IS (concrete reflective), and the IN (abstract reflective). Carol Twigg declares, “*the largest group of college students consists of concrete-active learners who learn best from concrete experiences that engage their senses, that begin with practice and end with theory, and so on*” (1994: 25). She also states that a majority of college faculty prefers the IN pattern which creates “*an increasing disparity between the teacher and learner*” (Ibid.). If this is a truth as to how students learn best, then study abroad programs, which fit into ES (concrete active) learning method ought to be implemented more in college/universities. It is unfortunate that IN (abstract reflective) learners who are less present and is more often applied by higher education. Educators and institutions ought to keep this MBTI in mind when performing curriculum for future possible studies. In fact, study abroad can be the “*instrument of cultural transmission and reinforcement when governments are increasingly unable to control cross-border flows of cultural messages*” (Farrell, 1994: 4509). It is pointless to waste time and money of funds, educators and students if planning can be more efficiently delivered and actualized.

The second mode for improvement in the study abroad sphere is that it compels for supplementary systematic research (Carlson et al., 1990). This is due to the complexity of data collection especially concerning informal learning because of its amorphous characteristic. As shown in this research, only two data sets that evaluated formal learning were presented in a numerical approach. The aspect of informal learning may well be completed more adequately in a more qualitative than quantitative process. The rationale is that because in qualitative methods, new theories develop as the outcome of research, this bestows additional freedom for the researcher to scrutinize informal learning (Bryman, 2004).

Thirdly, re-entry programs should be coordinated with alumni. Re-entry shock or reverse-culture shock can be distressing and painful, and this ought to be smoothened by utilizing alumni who have experienced the same. They would be most resourceful for aiding the

present students. At the same instant, alumni are promoting future study abroad. Even though IES already has re-entry programs listed in their IES Map© and as the sixth point from the “Ten Tips for Parents” (IES, 2005g), alumni would be strategic then general staff. This may become a more costly module than expected, but it should be enforced. One needs to determine if it were to be more costly, who would take the responsibility for such measures and arrange seminars. Should it be IES’ liability or the accountability of colleges/universities that promotes study abroad to their students? This is a tricky issue to tackle and to end with a black or white explanation. This may be a concern IES can ponder on until a happy medium is resolved.

7.6 Final Message

One may conclude that IES’ task should be to provide exchange program to the masses, which accommodates one of the trends in higher education. To execute this, one needs to push for general courses, where more students can obtain credit abroad. Even though IES being an organization that accustoms to bachelor students, a hefty group of youth, the fact is that so few study abroad. An institute must open its options to as many as possibilities to entice students overseas with this wonderful benefit, of “ $(1_a + 1_b) = 3$.” It is the most valuable asset IES can propose to future students, which not all organizations can mimic or provide. Only if higher education institutions create their own direct exchange program, will IES and other intermediary study exchanges suffer financially. One should realize the importance of study abroad and the need to continue to encourage it even on an elevated scale. With globalization at hand in concurrence with capitalistic values, one must function and survive in the in the 21st century global society by adapting, a skill often learned by study abroad students.

In the end, one may believe that peace is the key to happiness. And through study abroad one can achieve understanding and tolerance, which is a step closer to peace. However, one must bear in mind that *‘the complexity of “global” identities: that not all elite identities are global in the same way, and that a global identity or outlook does not guarantee a concomitant concern for global justice’* (Dolby, 2005: 113). Despite this fact, through study abroad individuals will hopefully acquire a concern for global justice to enhance understanding and peace.

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Appendix A

IES Member and Associate Member Schools

Modified from: <http://www.iesabroad.org/studentsMemberSchools.do>

IES Member Schools

Austin College
 Bates College
 Bowdoin College
 Brandeis University
 Brown University
 Bucknell University
 Claremont Mckenna College
 College Of Wooster
 Connecticut College
 Cornell University
 Denison University
 Depauw University
 Dickinson College
 Drake University
 Emory University
 Fordham University
 Franklin And Marshall College
 George Washington Univ The
 Grinnell College
 Gustavus Adolphus College
 Haverford College
 Hope College
 Illinois Wesleyan University
 Indiana University Bloomington
 Ithaca College
 Kenyon College
 Lawrence University

IES Associate Schools

Amherst College
 Barnard College-Columbia Univ
 Beloit College
 Boston College
 Boston University
 Bryn Mawr College
 Carleton College
 Carnegie Mellon University
 City College Of New York
 Clark Atlanta University
 Colby College
 Coll/St Catherine-St Catherine
 College Of The Holy Cross
 College Of William And Mary
 Colorado State University
 Columbia Univ Columbia Coll
 Columbia Univ Sch/Gen Studies
 Dominican University
 Drew University
 Duquesne University
 Georgetown University
 Hampden-Sydney College
 Hampton University
 Harvard University
 Harvey Mudd College
 Hofstra University
 Howard University

Millikin University	International Christian Univ.
Morehouse College	Johns Hopkins University
Northwestern University	Knox College
Occidental College	Lafayette College
Pacific Lutheran University	Lehigh University
Penn St University Park Campus	Loyola University Of Chicago
Pomona College	Luther College
Purdue University	M.I.T.
Rice University	Macalester College
Santa Clara University	Manhattan College
Skidmore College	Marietta College
Southwestern University	Miami University
Spelman College	Michigan State University
Texas Christian University	Millsaps College
Trinity University	Mount Holyoke College
Univ Of Denver	North Carolina St U At Raleigh
Univ Of Il At Urbana-Champaign	Oberlin College
Univ Of Illinois-Chicago	Ohio State University, The
Univ Of Minnesota-Twin Cities	Pitzer College
Univ Of North Carolina	Princeton University
Univ Of Pittsburgh	Randolph-Macon Woman'S College
Univ Of Portland	Rhodes College
Univ Of Puget Sound	Sarah Lawrence College
Univ Of Redlands	Scripps College
Univ Of Rochester	Simmons College
Univ Of St Thomas	Smith College
Univ Of St Thomas	St Olaf College
Univ Of Texas At Austin	Susquehanna University
Univ Of The Pacific	Texas A&M Univ Main Campus
Univ Of The South	Transylvania University
Univ Of Virginia-Main Campus	Trinity College
Villanova University	Tufts University
Wake Forest University	Univ Of California-Davis

Whitman College	Univ Of California-San Diego
Willamette University	Univ Of Colorado-Boulder
Williams College	Univ Of Connecticut
Wittenberg University	Univ Of Georgia
Wofford College	Univ Of Iowa
Yale University	Univ Of Mass Amherst
	Univ Of Michigan-Ann Arbor
	Univ Of Miss. Honors College
	Univ Of Missouri-Columbia
	Univ Of New Hampshire
	Univ Of Notre Dame
	Univ Of Pennsylvania
	Univ Of Richmond
	Univ Of San Diego
	Univ Of San Francisco
	Univ Of Southern Ca
	Univ Of Texas - Dallas Honors College
	Univ Of Tulsa
	Univ Of Vermont
	Vassar College
	Virginia Military Institute
	Wabash College
	Wagner College
	Washington And Lee University
	Washington State University
	Wellesley College
	Wesleyan College
	Wesleyan University
	Westminster College
	Wheaton College
	William Jewell College
	Winthrop Univ Honors College
	Xavier University

Appendix B

IES Milan Program Fees

Modified from: <http://www.iesabroad.org/milanProgramFees.do>

Fall 2005 Total	\$14,120
Tuition	\$11,000
Housing	\$2,950
Health Insurance	\$170
Academic Year 2005-2006 Total	\$25,450
Tuition	\$19,800
Housing	\$5,310
Health Insurance	\$340
Summer 2005 Total	\$4,665
Tuition	\$3,700
Housing	\$900
Health Insurance	\$65
Spring 2006	\$14,970
Tuition	\$11,700
Housing	\$3,100
Health Insurance	\$170

Appendix C

2005-2006 Academic Year Billed Costs for Boston College

Modified from: <http://www.bc.edu/offices/stserv/financial/finaid/undergrad/costs/>

	Freshman and Transfer	Returning—Living On Campus	Returning—Living in Off-Campus Apartment
Tuition	\$30,950	\$30,950	\$30,950
Residence Room Rate	\$6,270	\$7,215*	
Board Plan	\$3,900	\$3,900	
Health Services Fee	\$362	\$362	
Student Activities Fee	\$126	\$126	\$126
Orientation Fee	\$325		
Identification Card Fee	\$30		
Total Billed Costs:	\$41, 963	\$42, 564	\$31,076**

Other:

	Freshman and Transfer	Returning—Living on Campus	Returning—Living in Off-Campus Apartment
Off-Campus Rent, Utilities and Meals			\$7,600**
Books, Personal and Miscellaneous Expenses	\$1,650	\$1,650	\$1,650
Admission Application Fee	\$65		
Enrollment Confirmation Fee (applicable to last semester's tuition)	\$250		
Science Laboratory Fee (per semester)	\$275	\$275	\$275
Nursing Laboratory Fee (per semester)	\$205	\$205	\$205

All costs are subject to change. Costs for each upcoming academic year are determined in the spring by the Board of Trustees.

* Approximate cost. Residence room rate varies by residence hall.







** Students living in off-campus apartments pay rent to their landlord and are not billed for room by Boston College. Students may choose to enroll in the meal plan but are not required to do so. The cost of meals (from a meal plan, Eaglebucks or groceries) is included in the \$7,600 budget.¹⁴

¹⁴ The Trustees of Boston College. (2006). Costs. Retrieved November 09, 2005 from, <http://www.bc.edu/offices/stserv/financial/finaid/undergrad/costs/>

Appendix D

Who to Contact When

Modified from: <http://www.iesabroad.org/parentsIEScontacts.do>

Circumstance	Contact
 Before Departure	<u>IES Representative</u>
In Transit/After Arrival	
 Student has questions or an emergency after arrival at program location.	Please contact the Dean of Students Office in IES Chicago at 1.800.995.2300.
After Arrival	
 Family member has non-emergency questions after student arrives at program.	Please contact the IES Chicago office at 1.800.995.2300 .
Emergencies	If you have an emergency, please contact your student directly or contact Matthew Rader , Associate Dean of Students, IES Chicago, at 1.800.995.2300 during IES Chicago business hours (8:30 AM to 4:30 PM CST) for assistance. If you need assistance after hours, please call our emergency answering service at 1.800.953.0171 and an IES staff member will return your call.
 Examples: Death in the family; hospitalized or seriously ill family member; divorce, etc.	
 Billing questions	Donna Osterloo , IES Chicago Accounting Department (1.800.995.2300, ext. 5013)
 After student returns	<u>IES Representative</u>